State Template for the

Consolidated State Plan

Under the Every Student Succeeds Act

U.S. Department of Education
OMB Number: 1810-0576
Expiration Date: November 30, 2019

Montana Office of Public Instruction
December 2016

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)[1], permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.[2]

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

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[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

[2] In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

The SEA, through its authorized representative, agrees to the enclosed assurances.

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position) BJ Granbery, Assistant Superintendent	Telephone 406-444-4420
Mailing Address: PO Box 202501, Helena, MT 59620	Email Address: bgranbery@mt.gov
Authorized SEA Representative (Printed Name) Denise Juneau	Telephone: 406-444-4420
Signature of Authorized SEA Representative *[signature]*	Date: 12/28/16
Signature of Governor (If Applicable) *[signature]*	Date: Dec. 16, 2016

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☒ Check this box if the SEA has included <u>all</u> of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☒ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. **Academic Achievement**.
   i. **Description. Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.**
   Student learning is at the heart of the work of all public educators. Montana's educators are committed to continuous progress in students' academic achievement, graduation and well-being. They are constantly evaluating, responding and adjusting to student learning at the classroom level. Local school districts should take the lead on setting goals for their community schools. Measurement of quality at the state level must be rigorous, yet flexible. Maintaining high expectations for all students is non-negotiable, and statewide goals should be reasonable and use data to inform areas that need concentration, focus and attention. Given that our new online state assessment has its first baseline year, growth of academic performance must be established from that point. Stakeholders expressed a desire to establish aspirational goals that are reasonable and data based. Since Montana only has one year of Smarter Balanced Assessment Consortium (SBAC) data, it is a challenge to determine exactly what goals to set. Stakeholders believe that the following should guide our goal setting: Goals should be set based on current performance of a student group or subgroup. Therefore, goals should be developed which build on a school's current performance (rather than setting a fixed number goal). These improvement indicators should cover a time period of four years as long term goals. Goals should aspire toward a statewide goal which would be to reach or exceed the state average of all schools by school and by subgroup once there is more than one year of performance data. Goals should accommodate the varying performance capabilities of low performing and high performing schools. Goals should be separately set for each subgroup and for the all student group. Goals should be set with as much emphasis as allowable for improvements in the school quality and climate indicator, specifically using a school improvement rubric. Goals could be set for separately for grade bands K through 8 and for high school. A primary focus is to narrow the achievement gaps between subgroups and to set realistic expectations for all students at each grade level. Montana considered many options for setting ambitious interim and long term goals. In this work, it was deemed unrealistic to use the methods other states had previously used to make gain estimations, such as, taking the lowest performing achievement level student percentage and dividing this number by half to create the expected gain a state would have in six years. Using a data-driven process described below, Montana will set reasonable but also aspirational goals for our students. Montana's focus will be to narrow the achievement gaps between subgroups and to set realistic expectations for all students at each grade span. **NOTE:** Montana analyzed

grade-span information for 4th, 8th, and 10th grade to set aspirational and reasonable expectations for our students, Montana reviewed past performances on the Montana Comprehensive Assessment System Criterion-Referenced Test (MontCAS CRT), the ACT, graduation rates, and initial year results for the Smarter Balanced assessment. These long term trend assessments were used to inform a six step goal-setting process. For each subject area there are 4 year projected goals based on past performances on these trend assessments. A description of the six step process.   Step 1: Identify a trend and pattern, Step 2: Calculate the difference from year to year, Step 3: Identify a starting point, Step 4: Apply step 2 again, Step 5: Project the pattern out, Step 6: Revisit the trend and pattern.

ii. Provide the baseline and long-term goals in the table below.

The OPI lists the long term goals for the first four indicators in the process outlined below, except for 11th grade ACT measure. Since the ACT is a normed test, year to year results may not be consistent (i.e., a college readiness score may change based on the testing population). A 22 may be college ready in 2014 but not in 2015. The OPI expects to concentrate on closing the gap between "all students" average scale scores. The OPI has listed the 2016 statewide average (SWA) for each indicator and will compare school performance against the SWA for all students and each subgroup of students each year. Interim progress measures have also been listed and will be examined yearly and long term progress will examine outcomes at the end of three years compared to the starting SWA.
Academic Achievement – For schools below the SWA in ELA or math, the goal is an increase toward the SWA. For schools at or above the SWA in ELA or math, the goal is to maintain or improve performance. The same goals would be applied to each subgroup of ten or more students.
Academic Progress – The OPI will develop an SWA for improvement over the most recent two years of data for ELA and math. For schools below the SWA in ELA or math, the goal is an increase toward the SWA. For schools at or above the SWA in ELA or math, the goal is to maintain or improve performance. The same goals would be applied to each subgroup of ten or more students.

Grade-level Table

Subgroups**	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
All students	3- 47.9% (2016) 4- 48.7% (2016) 5- 48.6% (2016) 6- 51.4% (2016) 7- 52.0% (2016) 8- 50.5% (2016) 11- 18.6% (2016) All- 49.8% (2016)	4- 53.7% (2020) 5- 53.6% (2020) 6- 56.4% (2020) 7- 59.0% (2020) 8- 57.5% (2020) 11- All- 54.8% (2020)	3- 49.5% (2016) 4- 43.8% (2016) 5- 36.6% (2016) 6- 39.4% (2016) 7- 40.5% (2016) 8- 36.1% (2016) 11- All- 41.1% (2016)	3- 59.5% (2020) 4- 53.8% (2020) 5- 46.6% (2020) 6- 49.4% (2020) 7- 49.5% (2020) 8- 45.1% (2020) 11- All- 47.1% (2020)
Economically disadvantaged students*	3- 36.1% (2016) 4- 36.5% (2016) 5- 37.2% (2016) 6- 38.2% (2016) 7- 37.6% (2016) 8- 37.3% (2016) 11- 16.4% (2016)	3- 39.1% (2020) 4- 39.5% (2020) 5- 40.2% (2020) 6- 41.2% (2020) 7- 40.6% (2020) 8- 40.3% (2020)	3- 37.7% (2016) 4- 32.0% (2016) 5- 25.5% (2016) 6- 27.1% (2016) 7- 27.8% (2016) 8- 23.6% (2016)	3- 42.7% (2020) 4- 37.0% (2020) 5- 30.5% (2020) 6- 32.1% (2020) 7- 38.8% (2020) 8- 34.6% (2020) 11-

Subgroups**	Reading/ Language Arts: Baseline Data and Year	Reading/ Language Arts: Long-term Goal	Mathematics: Baseline Data and Year	Mathematics: Long-term Goal
Children with disabilities*	3- 21.6% (2016) 4- 18.2% (2016) 5- 15.3% (2016) 6- 12.8% (2016) 7- 13.7% (2016) 8- 12.6% (2016) 11- 16.4% (2016)	3- 24.6% (2020) 4- 21.2% (2020) 5- 18.3% (2020) 6- 15.8% (2020) 7- 16.7% (2020) 8- 15.6% (2020) 11-	3- 22.7% (2016) 4- 16.7% (2016) 5- 12.4% (2016) 6- 10.3% (2016) 7- 9.2% (2016) 8- 9.0% (2016) 11-	3- 25.7% (2020) 4- 19.7% (2020) 5- 15.4% (2020) 6- 13.3% (2020) 7- 18.2% (2020) 8- 18.0% (2020) 11-
English learners*	3- 10.1% (2016) 4- 14.1% (2016) 5- 7.0% (2016) 6- 6.5% (2016) 7- 5.7% (2016) 8- 7.4% (2016) 11- 11.2% (2016)	3- 16.1% (2020) 4- 20.1% (2020) 5- 13.0% (2020) 6- 12.5% (2020) 7- 18.7% (2020) 8- 20.4% (2020) 11-	3- 15.1% (2016) 4- 13.4% (2016) 5- 4.0% (2016) 6- 5.3% (2016) 7- 4.4% (2016) 8- 5.4% (2016) 11-	3- 18.1% (2020) 4- 16.4% (2020) 5- 7.0% (2020) 6- 8.3% (2020) 7- 10.4% (2020) 8- 11.4% (2020) 11-

*Applying the process yielded what is normally expected; goals for subgroups that show less growth than the all student group. The OPI will use the 2018 student achievement data and set goals that are more aligned with the growth of all students.

**For Racial/Ethnic subgroup goals, see Appendix E.

B. **Graduation Rate.**
   i. **Description. Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.**

   The OPI will develop a State-wide Average (SWA) for the four-year cohort graduation rate. For schools below the SWA, the goal is an increase toward the SWA. For schools at or above the SWA, the goal is to maintain or improve performance. The same goals would be applied to each subgroup of ten or more students.

   ii. **Provide the baseline and long-term goals for the <u>four-year adjusted cohort graduation rate</u> in the table below.**

Subgroup**	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	86.0% (2015)	91.0% (2020)
Economically disadvantaged students	76.9% (2015)	81.9% (2020)
Children with disabilities	75.2% (2015)	80.2% (2020)
English learners	62.2% (2015)	67.2% (2020)

   **For Racial/Ethnic subgroup goals, see Appendix E.

iii. **If applicable, provide the baseline and long-term goals for each <u>extended-year cohort graduation rate(s)</u> and describe how the SEA established its ambitious long-term goals and measurements for such an extended-year rate or rates that are more rigorous as compared to the long-term goals and measurements of interim progress than the four-year adjusted cohort rate, including how the SEA established its State-determined timeline for attaining such goals.**
Not applicable for Montana

C. **English Language Proficiency.**
   i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
   1. **How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).**
   The OPI has created standardized statewide entrance procedures for the accurate and timely identification of English learners (ELs). The process begins with every enrolling student's parent or guardian filling out a home language survey in order to gather data on languages spoken in the home or in the student's life. The home language survey establishes eligibility for the student to be screened on the WIDA English language proficiency screener (wida.us). The screener assesses students' English development in all four domains of language (speaking, listening, reading and writing). If a student's scores fall below the English language proficiency criteria, it is determined that they are an English learner and qualify for EL services.

   2. T**he applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.**
   Based on research, the OPI has determined that students growing at least 0.5 on the composite score each year should attain English language proficiency in 5 years' time. The OPI's definition of proficiency is a score of 5.0 or higher on the composite score and a 4.0 or higher on each of the language domains.

   3. **How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.**
   The yearly target is a gain of at least 0.5 on the composite score which is a composition of the listening, speaking, reading and writing scores.

   ii. **Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.**
   An advisory group, consisting of stakeholders from across the state, met several times about English language proficiency and goals for students entering and exiting based on the WIDA assessment and past data. The advisory group helped to determine the following long-term goals.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	45% (2016)	52.5% (2020)

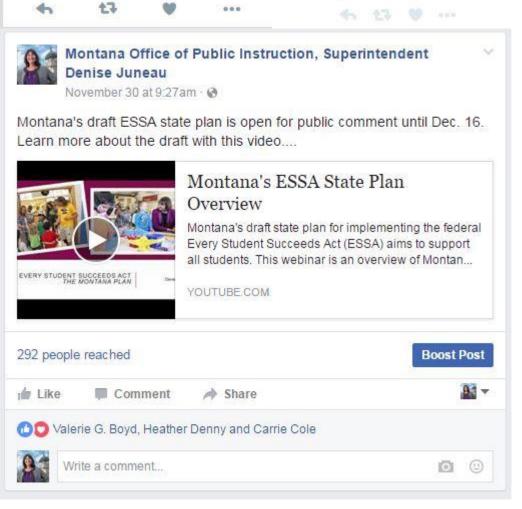# Section 2: Consultation and Performance Management

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:
- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:
1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

A. **Public Notice**. Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan. **See next four pages.**

MT OPI
@MontanaOPI

Public comment on Montana's draft ESSA plan closes Friday. Read, comment here: opi.mt.gov/ESSA/Index.htm... #mtedu

8:40am · 13 Dec 2016 · TweetDeck

� OPEN TWITTER ANALYTICS

RETWEETS
2

MT OPI @MontanaOPI   Nov 30
Here's a 7 minute overview of Montana's draft #ESSA state plan. Watch, submit your comments:
youtube.com/watch?v=uzG0hm... #mtedu #mtedchat

EVERY STUDENT SUCCEEDS ACT
THE MONTANA PLAN

Montana Office of Public Instruction, Superintendent Denise Juneau
November 30 at 9:27am · 🌐

Montana's draft ESSA state plan is open for public comment until Dec. 16. Learn more about the draft with this video....

Montana's ESSA State Plan Overview

Montana's draft state plan for implementing the federal Every Student Succeeds Act (ESSA) aims to support all students. This webinar is an overview of Montan...

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🔵❤️ Valerie G. Boyd, Heather Denny and Carrie Cole

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MT OPI @MontanaOPI Nov 28
We want your feedback on Montana's draft #ESSA plan. Read it + comment here: opi.mt.gov/ESSA/Index.htm...
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MT OPI @MontanaOPI Nov 17
Parents, students + educators, we'd like your feedback on Montana's ESSA draft plan. Read, comment here opi.mt.gov/ESSA/Index.htm...
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Montana Office of Public Instruction, Superintendent Denise Juneau
November 17 · 🌐

Parents, students and educators, we'd like your feedback on Montana's Every Student Succeeds Act draft plan. Read it and comment here...

Montana ESSA State Plan Draft

The Every Student Succeeds Act allows Montana educators the flexibility needed to continue raising graduation rates, improve teaching and learning, identify and support schools of greatest need, and improve non-academic outcomes for all Montana students.

OPI.MT.GOV

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From: bledeau@mt.gov   Thursday, November 17, 2016 10:19 AM -0700
"OPI" <bledeau@mt.gov>

Subject: Submit your comments on Montana's ESSA state plan

To: OPINews

Attachments: Attach0.html / Uploaded File 7.1K

opi.mt.gov

from the desk of
Denise Juneau

School leaders,

Today, the Office of Public Instruction released its draft state plan for implementing the Every Student Succeeds Act or ESSA. Since March, a group of educators, parents, and school leaders have been meeting to draft a plan that will continue to build on the successes of our public schools.

It's exciting that Montanans now have a seat at the table in determining what our public schools should emphasize, and how we can support students and educators grow. The last thing I want to see in Montana is No Child Left Behind 2.0, which is why we're working to include the voices of educators, parents, and school leaders in developing Montana's state plan.

On December 10, 2015, President Obama signed into law the *Every Student Succeeds Act (ESSA)*, reauthorizing the Elementary/Secondary Education Act of 1965. States have been operating under the guidance of the *No Child Left Behind (NCLB)* reauthorization since 2007. ESSA redirects former NCLB requirements in giving states the ability to develop their own accountability plans. ESSA also places a stronger emphasis on child wellbeing and recognizes there are many ways to measure performance.

Montana's state plan will continue to build on the successes of our public schools by continuing to raise graduation rates, improve teaching, learning and student achievement, identify and support schools of greatest need, and improve non-academic student outcomes in all of Montana's public schools.

I encourage you to share your thoughts, concerns and ideas. Click HERE to read Montana's ESSA state plan and submit your comments. The public comment period is open through Dec. 16. Superintendent Juneau will submit Montana's plan to the U.S. Department of Education on Dec. 23.

Thank you for the work you do,

Denise Juneau
Superintendent of Public Instruction

http://opi.mt.gov/Media_Center/News_Updaters/NewsStories/2016-11-18_100248.html

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B. **Outreach and Input. For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:**
   i. **Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b),during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.**

   An overall project management implementation team was formed in January 2016. A major focus of this team was to ensure stakeholder engagement was part of all ESSA implementation activities. To that end, the project management team first convened over 70 employees of the MT Office of Public Instruction. Department-wide meetings, leadership council meetings and division meetings all addressed ESSA updates. The OPI website also features regular updates on ESSA implementation work. The OPI began work on forming an

official stakeholders group in February 2016 with a call for members distributed widely to statewide organizations and interest groups. The stakeholders group, with representatives from all required groups, was appointed on March 24, 2016 with its first meeting held in Helena on May 24. Subsequent in-person meetings were held on September 26 and October 24. These meetings were structured to gain comments and recommendations from all the stakeholders. Members of the public attended and provided public comment as well. A fourth stakeholders meeting was added to the original schedule and held November 10. In addition, OPI gave presentations and received feedback on ESSA and Montana's work on the state plan development at the SAM (School Administrators of Montana) New Administrators meeting on July 19, 2016, the Montana PTA (Parent-Teachers Association) state meeting on September 24, 2016, the MCEL (Montana Conference for Educational Leadership) meeting on October 20-21, and the MEA-MFT (Montana Education Association-Montana Federation of Teachers) Fall Conference on October 21, 2016.   OPI staff also attended monthly MASS (Montana Association of School Superintendents) meetings where they presented information and received comments on Montana's draft plan for the implementation of ESSA during the public comment period. This statewide effort to continue to reach out and provide information to all schools and districts across Montana and receive feedback will continue. On November 14, a consultation meeting was held with the Montana Advisory Council on Indian Education (MACIE) and tribal leaders. In addition, OPI representatives met with the Higher Education Consortium (HEC) to discuss the development of the plan and receive input. The Montana State Superintendent also provides monthly updates to all schools and districts. In March of 2016 the Superintendent sent an email statewide, announcing the formation of the ESSA Stakeholder group. In July, she publicized her vision and guiding principles for ESSA implementation in Montana. In September the Superintendent provided an update regarding ESSA implementation in Montana to all schools and districts. The OPI also developed a webpage where all documents and announcements are published so that the ESSA implementation process is transparent and available. Our state education associations have agreed to assist in the process of sharing information and obtaining feedback. The draft state plan was posted on the OPI website on November 16, 2016 and simultaneously delivered to Governor Steve Bullock's office for the required 30-day public comment period. A press release on November 16 announced the availability of the draft to the public along with information on how to submit comments. Posting our draft ESSA Plan is another source of meaningful statewide input. Comments were, and continue to be, read and processed throughout the 30-day period as edits to the draft document continued, with final changes completed between the close of the comment period on December 16 and submission date of December 23. Administration of ESSA programs includes coordination with: IDEA Rehabilitation Act, Carl Perkins Act, Workforce Innovation & Opportunity Act, Head Start Act, Child Care Development Block Grant Act, Education Sciences Reform Act, Education Technical Assistance Act, National Assessment of Education Progress Authorization Act, Adult Education and Family Literacy Act, and representatives of private school students Representatives of these programs have been included either in ESSA planning sessions or other strategic planning sessions in conjunction with the administration of their specific grants. For example, the OPI ESSA state plan work group and accountability work group include representatives from the Division of Special Education and the Division of Career, Technical, and Adult Education (Perkins, WIOA, Adult Education and Family Literacy Act), as well as other divisions of the OPI. Montana's NAEP coordinator is also part of the accountability work group. In the implementation of the federal Preschool Development Grant, OPI has regular team meetings with representatives of the Montana Department of

Public Health and Human Services which administers Head Start and the Child Care Development Block Grant. Additionally, the grant implementation involves collaboration with representatives of the Montana University System, several Tribal Colleges, and The Governor's Best Beginnings Advisory Council (BBAC). The BBAC includes representation from interested constituency groups, governmental agencies, the public at large, child care providers, state and local government, and tribal communities. OPI is also a partner in grants from the Institute of Educational Sciences (IES) and SAMSHA from the U.S. Department of Health and Human Services as well as School Nutrition grants from the U.S. Department of Agriculture. OPI representatives from all these grants have participated in ESSA planning efforts.

ii. **Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.**
Three review periods were conducted to synthesize and consider all public comment which included website survey postings and individual emails and letters submitted to the OPI. In addition, notes were maintained from public meetings and presentations (e.g. MT PTA State Conference.) During stakeholder meetings representatives of the general public were welcomed to sit at a "public" table and listen to the conversations. At the end of each meeting they were invited to share their feedback and comments. These comments were recorded and maintained for consideration during the public feedback period. In the feedback process we reviewed comments by plan section. A summary of feedback was then forwarded to our stakeholders for their information and consideration. OPI staff assigned to developing the MT ESSA State Plan then thoroughly considered final comments and issues raised for each section and made changes where advisable. Resulting changes fell into these categories: 1) consistent use of the word "educator" throughout the document to include social workers and school librarians, 2) highlighting the inclusion of gifted students throughout the document, 3) strengthening the School Quality/Climate process and documentation, 4) raising student proficiency expectations incrementally and 5) expanding the descriptions of educator and student support processes and mechanisms existing throughout our state. Formatting, spelling, association reference and names and technical writing issues were addressed also.

C. **Governor's consultation**. **Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.**
Governor Bullock's Education Specialist was a member of the stakeholder team. The Governor also reviewed the draft plan during the 30 day comment period and provided a written response. This response can be found in the Appendices of this application.

Date SEA provided the plan to the Governor: 11/16/2016

Check one:
☒ The Governor signed this consolidated State plan.
☐ The Governor did not sign this consolidated State plan.

2.2 System of Performance Management.

Instructions: In the text boxes below, each SEA must describe consistent with 34 C.F.R. § 299.15 (b) its system of performance management of SEA and LEA plans across all programs included in this consolidated State plan. The description of an SEA's system of performance management must include information on the SEA's review and approval of LEA plans, monitoring, continuous improvement, and technical assistance across the components of the consolidated State plan.

A. **Review and Approval of LEA Plans. Describe the SEA's process for supporting the development, review, and approval of LEA plans in accordance with statutory and regulatory requirements. The description should include a discussion of how the SEA will determine if LEA activities align with: 1) the specific needs of the LEA, and 2) the SEA's consolidated State plan.**
The OPI manages its implementation and oversight of state and federal grants and requirements through a variety of mechanisms that have increasingly become more automated, online, and electronic for ease of use by school districts and to ensure greater accuracy. The OPI uses its E-Grants System for review and approval of LEA applications and plans, supplemented by the Continuous School Improvement Plan (CSIP) system. Based on recommendations from our stakeholders, this plan is scheduled for major revisions to make it a more unified and aligned system for all programs and requirements, including all areas of Montana's ESSA state plan. Final program reports (where required by a program) and final fiscal reports as well as cash requests with accompanying descriptive information on expected expenditures are also within the E-Grants system. Student and program participation data is collected through our AIM (Achievement in Montana) system. In addition, the TEAMS (Terms of Employment, Accreditation, and Master Schedule) system is used to collect school district staffing and course offering data. Special Education data is collected through the Special Education Child Count Data Verification system.

B. **Monitoring. Describe the SEA's plan to monitor SEA and LEA implementation of the included programs to ensure compliance with statutory and regulatory requirements. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.**
A variety of monitoring methods are used by OPI to ensure statutory and regulatory requirements. They include: annual and quarterly desk audits, site visits for high-need and randomly selected schools, American Indian School Advocacy Teams, Special Education on-site and desk monitoring, accreditation reports and intensive assistance visits and Title I portfolio monitoring.

C. **Continuous Improvement. Describe the SEA's plan to continuously improve SEA and LEA plans and implementation. This description must include how the SEA will collect and use data and information which may include input from stakeholders and data collected and reported on State and LEA report cards (under section 1111(h) of the ESEA and applicable regulations), to assess the quality of SEA and LEA implementation of strategies and progress toward meeting the desired program outcomes.**
The OPI will regularly collect, review, and provide feedback on district and school Comprehensive Improvement Plans (CIP) which will contain a consolidated improvement plan for comprehensive and targeted support and improvement schools, special education, Perkins, and state Accreditation improvement plan requirements.

D. **Differentiated Technical Assistance. Describe the SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and**

other sub-grantee strategies.
The OPI will deliver technical assistance statewide through annual program conferences and work sessions to address areas where LEAs and schools are experiencing difficulty in achieving program outcomes. We will also use regional delivery of professional development with coordination between Title programs and state programs or initiatives through the use of trained experts in the particular field across Montana. School self-assessments aligned to specific needs will be key tools in our approach to assisting districts and schools. OPI will use the statewide system of support to ensure technical assistance, resources, and services are delivered strategically and comprehensively to targeted high-need schools.

Section 3: Academic Assessments

Instructions: *As applicable, provide the information regarding a State's academic assessments in the text boxes below.*

A. **Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
☒ No.
Click here to enter text.

B. **Languages other than English. Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.**
   i. **Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.**
   For a language other than English to be present to a significant extent in the participating student population, there would need to be more than 5% of the student population speaking a particular language. Montana demographics indicate very small numbers of students speak a language other than English and no single language is currently present by more than 5% of the student population. In addition, American Indian students in Montana, who comprise the majority of EL students in the state, are from numerous tribes with minimal or lost written languages. The Blackfeet and Crow languages are the two most prominent oral American Indian languages, and most of these students require academic language support rather than a home language assessment since English is spoken at home. Therefore, there are no languages that meet the definition given above.

   ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
   NA

   iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.
   NA

   iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:
      1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);
      NA
      2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; **NA** and

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
   NA

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

A. **Indicators**. Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in 34 C.F.R. § 200.14(a)-(b) and section 1111(c)(4)(B) of the ESEA.

    - **The description for each indicator should include how it is valid, reliable, and comparable across all LEAs in the State, as described in 34 C.F.R. § 200.14(c)**. *See chart below.*
    - **To meet the requirements described in 34 C.F.R. § 200.14(d), for the measures included within the indicators of Academic Progress and School Quality or Student Success measures, the description must also address how each measure within the indicators is supported by research that high performance or improvement on such measure is likely to increase student learning (e.g., grade point average, credit accumulation, performance in advanced coursework).** *See chart below.*
    - **For measures within indicators of School Quality or Student Success that are unique to high school, the description must address how research shows that high performance or improvement on the indicator is likely to increase graduation rates, postsecondary enrollment, persistence, completion, or career readiness.** *See chart below.*
    - **To meet the requirement in 34 C.F.R. § 200.14(e), the descriptions for the Academic Progress and School Quality or Student Success indicators must include a demonstration of how each measure aids in the meaningful differentiation of schools under 34 C.F.R. § 200.18 by demonstrating varied results across schools in the State.** *See chart below.*

    The state assessment, Smarter Balanced Assessment Consortium (SBAC), has valid data for one year. The OPI will not have enough data to demonstrate how this measure will aid in the meaningful differentiation of schools, until the end of the 2016-2017 school year. Both the ACT and Graduation Rate indicators include distribution values that provide a clear difference between high and low achievement, therefore identifying schools in most need of support.

Indicator	Measure(s)	Description
i. Academic Achievement	The Smarter Balanced Assessment Consortium (SBAC) data results for math and English language arts will be applied in Grades 3 through 8. ACT scale scores will be used in high school for all 11th grade students.	The OPI will use the SBAC and ACT assessments, which are recognized as assessments of college- and career-readiness, and have been adopted by many SEAs. These assessments have been validated for reliability thus as academic measures will allow the OPI to have consistent, reliable, and standardized data to compare achievement results across LEAs and the state. The academic achievement

Indicator	Measure(s)	Description
		statistics made available to SEAs from these vendors will allow the OPI to provide meaningful differentiation of schools using scale scores and achievement levels (by proficiency level).
ii. Academic Progress	The OPI will compare SBAC data from 2016 going forward and compare rate changes from one year to the next. This will apply to SBAC data for grades 3 through 8 and ACT data for 11th graders for high school progress results.	Extensive research by SBAC and ACT has been done to ensure these assessments provide evidence of student learning in preparation for college and career. Because progress will use scale scores to calculate the difference between year-to-year. This by default provides the OPI with a distribution of achievement by LEAs. The distribution of achievement will allow for varied results by schools across the state and thus meaningful differentiation of a school's academic progress.
iii. Graduation Rate	The four-year adjusted cohort graduation rates will be used and not the extended year rate.	The cohort rate is a standardized way to measure graduation rates among LEAs and across the state.
iv. Progress in Achieving English Language Proficiency	WIDA ACCESS 2.0 data will be used to compare current year to previous year for a progress measurement.	WIDA Consortium (hereafter WIDA) has created and expanded on comprehensive English language development (ELD) standards (2004, 2007, and 2012) that represent the second language acquisition process. The five basic standards cover the language students need to comprehend and produce in five areas of academic English language: social and instructional language and the language of the content areas of language arts, mathematics, science, and social studies. All language domains are assessed (listening, speaking, reading, and writing). WIDA's ACCESS 2.0 assesses the English language development standards.
v. School Quality or Student Success	Stakeholders have strongly voiced using school climate as the indicator of school quality and success, as measured by a school climate survey.	The OPI with the input of stakeholders will develop a rubric used to determine if a school's improvement plan is viable. The rubric will contain multiple measures that will be combined into one score for the indicator of school quality and success.

Indicator	Measure(s)	Description
	Stakeholders indicated that effective improvement planning is the most important feature supporting student growth.	

B. Subgroups.

    i. **List the subgroups of students from each major and racial ethnic group in the State, consistent with 34 C.F.R. § 200.16(a)(2), and, as applicable, describe any additional subgroups of students used in the accountability system.**
    Subgroups with substantial populations (5% or higher of assessed students) American Indian, children with disabilities, economically disadvantaged, English learners, and Hispanic/Latino (4% in 2016 but projected to be above 5% in 2019, based on number of EL students in K-2).

    ii. **If applicable, describe the statewide uniform procedure for including former children with disabilities in the children with disabilities subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(b), including the number of years the State includes the results of former children with disabilities.**
    Currently, students that have been exited from special education are not tracked for assessment purposes. However, the stakeholders will investigate options with respect to including former children with disabilities for up to two years.

    iii. **If applicable, describe the statewide uniform procedure for including former English learners in the English learner subgroup for purposes of calculating any indicator that uses data based on State assessment results under section 1111(b)(2)(B)(v)(I) of the ESEA and as described in 34 C.F.R. § 200.16(c)(1), including the number of years the State includes the results of former English learners.**
    Currently, students that have exited from EL status are not tracked for assessment purposes. However, the stakeholders will investigate options with respect to including former English learners for up to four years.

    iv. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Exception under 34 C.F.R. § 200.16(c)(3)(i) or

☐ Exception under 34 C.F.R. § 200.16(c)(3)(ii) or

☐ Exception under section 1111(b)(3) of the ESEA and 34 C.F.R. § 200.16(c)(4)(i)(B). If selected, provide a description of the uniform procedure in the box below.
Click here to enter text.

C. Minimum Number of Students.

    i. **Provide the minimum number of students for purposes of accountability that the State determines are necessary to be included in each of the subgroups of students consistent with 34 C.F.R. § 200.17(a).**
    Montana adopted a minimum N size of 10. A minimum N size of 10 would include more schools in the accountability system (used to identify schools for comprehensive and targeted support every three years). At a minimum number of ten, 582 Title I schools would be included and 92 schools would be excluded because of their small size. This decision was

made based on input from the stakeholders group at the September meeting.

ii. **If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for purposes of accountability, provide that number consistent with 34 C.F.R. § 200.17(a)(2)(iv).**
N/A

iii. **Describe how the State's minimum number of students meets the requirements in 34 C.F.R. § 200.17(a)(1)-(2);**
Montana meets this requirement with an n-size of 10.

iv. **Describe how other components of the statewide accountability system, such as the State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each subgroup of students under 34 C.F.R. § 200.16(a)(2);**
Montana will develop a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. Data will be averaged over all grades within a school each school year. The OPI has a data governance committee that will set business rules around data averaging after seeking input from within the agency and districts and schools. The indicators will include English learner progress, proficiency on statewide assessments, academic improvement, and graduation rates. These four indicators are important foundational measurements for schools. Each of these indicators will be given "substantial weight" in compliance with the law. Additionally, all four of the aforementioned indicators, in the aggregate, will be given much greater weight than the indicator or indicators adopted in Montana to measure school quality and success. Stakeholders have strongly voiced using school climate and other research based indicators of overall quality and success as measured by a school climate survey. Stakeholders indicated that effective improvement planning is the most important feature supporting student growth. The OPI with the input of stakeholders will develop a rubric used to determine if a school's improvement plan is viable. The rubric will contain multiple measures that will be combined into one score for the indicator of school quality and success.

v. **Describe the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;**
The Office of Public Instruction has a Student Records Confidentiality Policy that establishes procedures and responsibilities under federal and state laws governing the access, use, and dissemination of confidential, sensitive, and/or restricted student information by the Montana Office of Public Instruction (OPI). See link for complete policy:
http://opi.mt.gov/pub/AIM/Policies/StudentRecordsConfidentialityPolicy.pdf

vi. **Provide information regarding the number and percentage of all students and students in each subgroup described in 4.B.i above for whose results schools would not be held accountable under the State's system for annual meaningful differentiation of schools required by 34 C.F.R. § 200.18;**
American Indian- 1067, 10.4%, Hispanic- 1241, 35.7%, White 817, 1.3%, EL 510, 28.3%, Special Education- 1315, 14.4%, Economically Disadvantaged- 895, 2.6%. Due to Montana's number of small schools and rural nature, many schools do not have enough students to

reach the N-size of 10 for every subgroup.

vii. **If an SEA proposes a minimum number of students that exceeds 30, provide a justification that explains how a minimum number of students provided in 4.C above promotes sound, reliable accountability determinations, including data on the number and percentage of schools in the State that would not be held accountable in the system of annual meaningful differentiation under 34 C.F.R. § 200.18 for the results of students in each subgroup in 4.B.i above using the minimum number proposed by the State compared to the data on the number and percentage of schools in the State that would not be held accountable for the results of students in each subgroup if the minimum number of students is 30.**
Not applicable

D. **Annual Meaningful Differentiation. Describe the State's system for annual meaningful differentiation of all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and 34 C.F.R. §§ 200.12 and 200.18.**
Annual determination, using the accountability indicators, will be made for all public schools each year, but the determination of the lowest performing 5% will occur every three years for comprehensive support and improvement, as well as those public high schools with less than two-thirds of students graduating. Montana will use SBAC data for 2017 and 2018 for improvement calculations, EL data, graduation data, and school climate data for schools determinations

Describe the following information with respect to the State's system of annual meaningful differentiation:

i. **The distinct and discrete levels of school performance, and how they are calculated, under 34 C.F.R. § 200.18(a)(2) on each indicator in the statewide accountability system;**
Montana will use three levels of performance. Comprehensive, Targeted, and Other. The annual determinations will be made for all public schools each year, but the ranking to determine the lowest performing 5% will occur every three years for comprehensive support for all Title I Schools and all public high schools graduating less than two-thirds of their students, and for all public schools every three years for targeted support. Summative ratings will be the percentage of points a school has earned in this proposed system of annual meaningful differentiation. Points for each indicator are found by: Points= (School rank/Total schools in rank) multiplied by total points for each indicator. A school can only earn points for an indicator if the school has an N>/= 10). If the school does not meet the minimum N size, the amount of points a school can earn for that indicator is subtracted from the school's total of possible points the school can earn. So the Summative rating is a percentage such that: Summative Rating = Total points earned/Total points possible.

ii. **The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with 34 C.F.R. § 200.18(b) and (c)(1)-(2).**
Montana will develop a system of meaningful differentiation based on all indicators in our state accountability system for all students and for each subgroup of students. The indicators will include English learner progress, proficiency on statewide assessments, academic improvement, and graduation rates. These four indicators are important foundational measurements for schools. Each of these indicators will be given "substantial weight" in compliance with the law. In addition, the stakeholders were provided two options, that is, a minimum number of students at 30 and 10. Much attention was paid to the statistical reliability of using a minimum size of 30 as there is less measurement error

with larger samples sizes. However, after careful examination of the number of schools who would be excluded, using a minimum n size of 30 the stakeholders decided that due to the student population constraints in many of Montana's small rural schools that a minimum n-size of 10 would permit the inclusion of more schools in the annual meaningful differentiation process. The OPI will use the minimum n-size of 10 in order to ensure the maximum inclusion of all students and each subgroup of students. Additionally, all four of the aforementioned indicators, in the aggregate, will be given much greater weight than the indicator or indicators adopted in Montana to measure school quality and success. Stakeholders have strongly voiced using school climate and other research based indicators of overall quality and success as measured by a school climate survey. Stakeholders indicated that effective improvement planning is the most important feature supporting student growth. The OPI with the input of stakeholders will develop a rubric used to determine if a school's improvement plan is viable. The rubric will contain multiple measures that will be combined into one score for the indicator of school quality and success. Therefore, Montana's proposal is as follows. English Learner Progress: this will be applied to all schools, with 10 or more ELL's, and the proposed weighting will be 10%. Statewide Assessment Proficiency in math and ELA: this will be applied to all schools with a proposed weighting of 20%. Statewide Assessment Improvement: this will be applied to all schools with a proposed weighting of 20%. Four year adjusted cohort graduation rate: this will be applied for all high schools with a proposed weight of 20%. The school quality and success indicator would apply to all schools with a weighting of 30%.

iii. **The summative determinations, including how they are calculated, that are provided to schools under 34 C.F.R. § 200.18(a)(4).**
Annual determination, using the accountability indicators above, will be made for all public schools each year, but the ranking to determine the lowest performing 5% will occur every three years for comprehensive and targeted support. Montana will use SBAC data for 2016 and 2017, ELL data, graduation data, attendance data and school climate data for Title I schools to develop a z score (a normalized score) which will be ordered and ranked with the lowest ranked as No 1. Summative ratings will be the percentage of points a school has earned from the accountability indicators listed above. Points for each indicator are found by: Points= (School rank/Total schools in rank) multiplied by total points for each indicator. A school can only earn points for an indicator if the school has an N of at least 10). If the school does not meet the minimum N size, the amount of points a school can earn for that indicator is subtracted from the school's total of possible points the school can earn. So the Summative rating is a percentage such that: Summative Rating = Total points earned/Total points possible.

iv. **How the system for meaningful differentiation and the methodology for identifying schools under 34 C.F.R. § 200.19 will ensure that schools with low performance on substantially weighted indicators are more likely to be identified for comprehensive support and improvement or targeted support and improvement, consistent with 34 C.F.R. § 200.18(c)(3) and (d)(1)(ii).**
The additional indicator will be used for 30% of the meaningful differentiation, thus 70% is given to the other four indicators, ensuring substantial weight.

E. **Participation Rate**. **Describe how the State is factoring the requirement for 95 percent student participation in assessments into its system of annual meaningful differentiation of schools consistent with the requirements of 34 C.F.R. § 200.15.**
The law requires that an explanation be provided of how the state will factor in the 95%

participation rate requirement into the accountability system. Stakeholders support identifying any school in which the "all students" group or any student subgroups (composed of the minimum N) do not meet the 95% participation rate for targeted support and improvement.

F. **Data Procedures**. **Describe the State's uniform procedure for averaging data, including combining data across school years, combining data across grades, or both, in a school as defined in 34 C.F.R. § 200.20(a), if applicable.**
Data will be averaged over all grades, within a school, each school year. The OPI has a data governance committee that will set business rules around data averaging after seeking input from within the agency and districts and schools. The OPI has no plans to average or combine data across school years.

G. **Including All Public Schools in a State's Accountability System**. If the States uses a different methodology for annual meaningful differentiation than the one described in D above for any of the following specific types of schools, describe how they are included, consistent with 34 C.F.R. § 200.18(d)(1)(iii):

   i. **Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a standardized assessment to meet this requirement;**
   Schools will receive the same status as the school to which their students matriculate.

   ii. Schools with variant grade configurations (e.g., P-12 schools);
   Not applicable

   iii. **Small schools in which the total number of students who can be included in any indicator under 34 C.F.R. § 200.14 is less than the minimum number of students established by the State under 34 C.F.R. § 200.17(a)(1), consistent with a State's uniform procedures for averaging data under 34 C.F.R. § 200.20(a), if applicable;**
   Stakeholders will come together and determine a small schools process that will utilize the state's continuous improvement plan.

   iv. **Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings; students living in local institutions for neglected or delinquent children, including juvenile justice facilities; students enrolled in State public schools for the deaf or blind; and recently arrived English learners enrolled in public schools for newcomer students); and**
   Montana will work with stakeholders to develop a plan for the Montana School of the Deaf and Blind and the two state youth correctional facilitates

   v. **Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under 34 C.F.R. § 200.20(a), if applicable, for at least one indicator (e.g., a newly opened high school that has not yet graduated its first cohort for students).**
   Until the school has multiple years of data, points will not be applied for the statewide proficiency improvement indicator, and the EL progress indicator. The school will not be included in annual meaningful differentiation until it has one year of assessment or other data

4.2 Identification of Schools.

A. **Comprehensive Support and Improvement Schools**. Describe:

i. **The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.**

The OPI will use the accountability indicators to identify the lowest 5% of Title I schools, all public high schools with a graduation rate below 67%, and schools identified for targeted support and improvement that have not improved over three years. Schools with chronically low-performing subgroups will have up to four years to exit targeted support, before being placed into comprehensive support.

ii. **The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).**

Every three years, the OPI will identify schools for comprehensive support.

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for comprehensive support. Schools that are no longer in the bottom 5% or high schools that have improved graduation rates to be above 67%, and have maintained or improved for two years will exit comprehensive support. A new set of schools will be identified for comprehensive support every three years.

B. **Targeted Support and Improvement Schools**. Describe:

i. **The State's methodology for identifying any school with a "consistently underperforming" subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).**

Montana will begin identifying schools that are consistently underperforming at the beginning of the 2020-2021 school year. Schools with a subgroup performing, on its own, equivalent to students in the lowest-performing five percent of title I schools, over a three year period will be identified as consistently underperforming, which may result in a lower summative score, and continued targeted support.

ii. **The State's methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.**

Montana will use the same process for identification of subgroups of students in the same manner as it does for identifying schools for Comprehensive Support. This means that a school with any subgroup performing at a level equivalent to schools in the lowest 5% is identified for Targeted Support.

iii. **The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).**

Using the process for annual meaningful differentiation, the OPI will monitor the schools identified for targeted support. Schools that are no longer have subgroups in the bottom 5% and have maintained or improved for two years will exit targeted support. A new set of

schools will be identified for targeted support every three years. Schools that have subgroups consistently underperforming may be identified for comprehensive support. The OPI, in coordination with the district, will also look at the school's continuous improvement plan goals and accomplishments.

4.3 State Support and Improvement for Low-performing Schools.

A. **School Improvement Resources**. **Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.**
The OPI will set aside the required 7% from Title I Part A.
The OPI will have one continuous improvement plan to support schools to include:
Data driven analysis with report card and self-assessment.
Data driven goals identified for EL Progress (if applicable), ELA, math, and climate and school quality.
Strategies for achieving goals including professional development, technical assistance, stakeholder involvement, monitoring of progress, and measurable outcomes.
The OPI will analyze improvement on all accountability indicators and for all student subgroups.
The OPI will provide regional trainings to school leadership teams on multi-tiered systems of support (MTSS) utilizing the Montana Literacy Plan and the Montana Math Plan. The OPI will provide grants to schools to improve MTSS in literacy and math.

B. **Technical Assistance Regarding Evidence-Based Interventions**. **Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).**
The OPI will have one continuous improvement plan to support schools identified for comprehensive and targeted support and improvement.
The OPI will provide guidance in writing their plans and give feedback to ensure evidence-based interventions are being implemented and monitored for effectiveness including the following: data driven analysis with report card and self-assessment, data driven goals identified for EL improvement (if applicable), ELA, math, and climate, and strategies for achieving goals including identifying professional development, technical assistance, stakeholder involvement, monitoring of progress, and measurable outcomes.
The OPI will use past and current work that shows strong or promising evidence for helping schools. The practices implemented under the Schools of Promise (SIG funded) initiative, such as wraparound services, student engagement, and school board coaching, have proved to be highly effective and endorsed by stakeholders. The culturally relevant strategies especially have proven highly effective for schools that serve high numbers of American Indian students, and are specifically endorsed by the stakeholders. The Montana Striving Readers Project strategies (i.e., implementing systems to improve literacy outcomes), American Indian Achievement Task Force recommendations (i.e., 3-person OPI and district team to ensure more cohesive support of districts and less duplication of efforts), and analysis of other effective OPI supports and interventions for low performing schools have also been proven to be effective and/or promising practices.
For schools in comprehensive support and improvement, the OPI will use the Montana Early Warning System (EWS), a model that uses readily available school, student, and other live data to

identify students who are at risk of dropping out of school before they drop out. Students are identified early on so that action can be taken by school officials to help keep the student in school. The Montana EWS is a logistic regression model that uses attendance, behavior, grades, mobility, and other data to determine if a student is at risk. The model will identify students in grades 6-12 that are at risk and also provide indicators for why each student is at risk. Since the Montana EWS uses live data it can be run at any time during the school year or summer. This allows educators to see how a student is progressing or regressing over time. Tracking over time also allows educators to track any interventions they are administering with students to determine if the interventions are in fact working. The What Works Clearinghouse Institute of Educational Science Practice Guides will be aligned with the OPI supports and interventions to better support schools and districts in understanding and implementing evidence based interventions.

C. **More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).**
After 3 years, if schools in comprehensive support are not making progress on the accountability indicators for all students and all subgroups, OPI will evaluate additional interventions, which may include: Intensive support from a three person OPI and district level team, more technical assistance from OPI (both programmatic and fiscal).

Periodic Resource Review. **Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).**
Every three years, the OPI will conduct a comprehensive review to: Analyze improvement on all accountability indicators and identify what is working, what is not, and what changes need to be made within the performance management system, analyze the continuous improvement plans and identify what is working, what is not, and what changes need to be made within the performance management system, analyze funding supports in our fiscal E-Grants system and identify what is working, what is not, and what changes need to be made within the performance management system, to more equitably allocate those funds with flexibility to the extent available in distribution methods.

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. **Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?
☐ Yes. If yes, provide a description of the systems for certification and licensure below.
☒ No.
Click here to enter text.

B. **Educator Preparation Program Strategies**. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?
☐ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
☒ No.
Click here to enter text.

C. **Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?
☐ Yes. If yes, provide a description of the educator growth and development systems below.
☒ No.
Click here to enter text.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

A. **Resources to Support State-level Strategies**. Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
  i. Increase student achievement consistent with the challenging State academic standards;
  ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
  iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

Within the frame of ESSA, the OPI will support the following systems and structures to bring clarity, quality, change, and sustainability to ongoing professional development in the state of Montana. To that end, the OPI incorporates the continuous cycle of improvement outlined below to guide comprehensive and targeted support and improvement as well as universal support for all educators.

Step 1 ***Identify local needs by consulting with stakeholders, collecting and analyzing data, and identifying learning needs.***

Step 2: ***Select instructional strategies that are supported by evidence relevant to local needs and that can be implemented successfully. At least one study on an instructional strategy should provide strong evidence, moderate evidence, or promising evidence.***

Step 3: ***Develop a plan for implementation.***

Step 4: ***Implement the evidence-based instructional strategies and monitor quality.***

Step 5 ***Examine outcomes and use findings to adjust goals and strategies.***

The Montana State Plan is consistent with the goals of the Title II, Part A, State-level Activities
- Educator continuous growth, induction, retention, mentoring, leadership, and advancement,
- Educator quality and effectiveness,
- Enhancement of educators' skills to address specific learning needs, and
- Expansions of partnerships to ensure all students including low-income and minority students have equitable access to effective educators.

To reach these goals the Office of Public Instruction will provide regional and online support for schools to
- Implement an evaluation system that assesses the effectiveness of each evidence-based instructional strategy, e.g., pre- and post-professional development data,
- Develop an informed decision-making process to align the agency's goals to the professional development data and other data from the Continuous School Improvement Plans (CSIPs),
- Align and integrate goals including instructional strategies to CSIPs resulting in increased student achievement and improved well-being, and
- Monitor progress toward goals in the CSIPs.

Step 1: Identify local needs by consulting with stakeholders, collecting and analyzing data, and identifying learning needs.
The OPI will engage in timely and meaningful consultation with stakeholders to develop a cycle of school improvement based on analysis of relevant data and identification of critical student learning needs leading to a single Continuous School Improvement Plan (CSIP) to be annually prepared by all Montana schools. For schools identified for Comprehensive Support and Improvement, the OPI will assist in writing improvement plans that focus on instructional practice and leadership to positively address the specific learning needs of educators and students in these schools. The OPI will also provide feedback to ensure evidence-based interventions are being implemented and monitored for effectiveness including the following:
- School report cards and self-assessments,
- Goals identified for EL improvement (if applicable),
- Effective instructional strategies for a well-rounded education, including ELA and Mathematics, and
- School quality/school climate.

The CSIPs for all schools including those identified for Comprehensive or Targeted Support and Improvement will include strategies for:
- Identifying professional development,
- Technical assistance,
- Stakeholder involvement,
- Monitoring of progress, and
- Measurable outcomes.

Step 2: Select instructional strategies that are supported by evidence relevant to local needs and that can be implemented successfully. Selected strategies should be supported by strong evidence, moderate evidence, or promising evidence.

The OPI will build upon past and current work that shows strong, moderate, or promising evidence for helping schools improve, emphasizing instructional strategies and system change. Examples of evidence-based practices implemented by OPI include:
- The practices implemented under the Schools of Promise (SIG funded) initiative, such as wraparound services, student engagement, and school board coaching, have proven to be highly effective and supported by stakeholders.
- Culturally relevant strategies have proven highly effective for schools that serve high numbers of American Indian students, and are specifically endorsed by stakeholders.
- American Indian Achievement Task Force recommends that a three-person OPI team consistently support a school with its district team to ensure more cohesive support of districts' actions and less duplication of efforts.
- The Montana Striving Readers Project implements school-wide systems and instructional strategies to improve literacy outcomes.
- The OPI supports and instructional strategies will be aligned with the Institute of Educational Science's What Works Clearinghouse Practice Guides (http://ies.ed.gov/ncee/wwc/Publication#/ContentTypeId:3) to aid schools and districts in understanding and implementing evidence-based practices.
- Professional learning for educators aligned with the Standards for Professional Learning—Learning Forward https://learningforward.org/images/default-source/website-graphics-and-buttons/learning
- The OPI will analyze other evidence-based supports and instructional strategies that work with an emphasis on strategies for low-performing schools.

Step 3: Develop a plan for implementation.

Organizing sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused Professional Development, consistent with the definition of professional development in section 8002(42) of the ESSA.

Montana's system of support is designed purposefully to build the OPI's internal and external capacity to develop and deliver quality professional learning across Montana. Montana's vast geographical expanse and its predominantly rural and remote population require that the OPI nurture relationships and partnerships to systemically serve every school in the state. Statewide, regional, local, and on-line delivery of professional learning provides schools and educators the ability to focus professional learning on their specific needs as identified in the CSIP. In order to facilitate the process of matching needs to appropriate and effective professional learning opportunities, the OPI and regional service providers will organize these opportunities based on the ESSA school report card categories, CSIP components, and sources of delivery. These two charts provide examples of this organizing frame.

Organizing Professional Development for Comprehensive and Targeted Support and Improvement

Report Card Categories	Delivery Sources for Professional Development					
	OPI		OPI, regional service providers and others		regional service providers and others	
	Learning Hub courses, webcasts	*Web site links, Montana Teach*	*Workshops, conferences institutes, academies*	*On-site PD at school*	*Induction and mentorship, principal outreach*	*Professional Learning Communities*
Academic Achievement						
Academic Progress		*Lists or menu of professional development resources applicable to each combination*				
Graduation Rate						
English Learners Proficiency Progress						
School Quality/Success						

Organizing Universal Professional Development

Continuous Improvement Components	Delivery Sources for Professional Development					
	OPI		OPI, regional service providers and others		regional service providers and others	
	Learning Hub courses, webcasts	*Web site links Montana Teach*	*Workshops, conferences institutes, academies*	*On-site PD at school*	*Induction and mentorship, principal outreach*	*Professional Learning Communities*
Instructional leadership						
Standards						
Instruction and intervention		*Lists or menu of professional development resources applicable to each combination*				
Assessment and data-based decision making						
Professional development						
System-wide Commitment						
Community and Family Partnerships						
Systemic Processes for Improving Outcomes						

Step 3: Develop a plan for implementation.

System of Professional Development through Montana's regional service providers

- The OPI will create a regional professional development planning and advisory team with one member from each division, at least one member representing the state's regional service providers, and at least two stakeholders. This team will create an annual professional development plan informed by feedback from educators and stakeholders on the previous year's professional development and focused on solutions to the most pressing needs of Montana educators and school leaders as evidenced in the following data:
    o Schools receiving Comprehensive Support and Improvement and key challenges to be addressed,
    o Schools receiving Targeted Support and Improvement and basis for Targeted designation,
    o Analysis of all schools' CSIPs, with an emphasis on needs of schools identified for Comprehensive and Targeted Support and Improvement, and
    o Analysis of school level self-assessments, with an emphasis on schools identified for Comprehensive and Targeted Support and Improvement,
- The OPI will create contracts with regional service providers that clearly outline the professional development and support they will provide to schools identified for Comprehensive and Targeted Support and Improvement and universal support to ensure the OPI meets the needs identified from the data.
- The regional service providers will work with local school leaders to develop strategies to meet local needs and to foster connections among schools with similar profiles for expanded growth opportunities and optimization of resources.

Step 4: Implement the evidence-based instructional strategies and monitor quality.

Montana's system of support is based on collaboration and coordination of cross-agency teams and shared initiatives of all divisions of the OPI, including intentional braided funding streams of state and federal programs. Professional learning opportunities may address two or more professional learning objectives. One workshop, for example, designed collaboratively with emphasis on components of Indian Education and writing might also provide educators with effective instructional practice and skills to meet the specific learning needs of English Learners. In addition, the OPI will continue to work collaboratively with education stakeholders, professional associations and organizations, and Montana citizens to deliver relevant and timely professional learning and technical assistance to support all educators, including educators in high needs schools.

The three tables below demonstrate a continuum of effective professional learning and technical assistance services that requires the collaboration among the OPI, regional service providers, and schools, with strategies structured for each designated group of school improvement needs:
- Comprehensive Support and Improvement,
- Targeted Support and Improvement, and
- Universal Improvement.

Comprehensive Support and Improvement: *Role of the OPI, regional service providers, and schools in Professional Development*	OPI (State)	Regional service providers (Regional)	Schools (Local)
	▪ OPI provides comprehensive training to school leadership teams and regional trainers ▪ OPI Title I School Support Unit provides follow-up and support with schools identified for	▪ regional trainers participate in OPI led professional development ▪ Build relationships with school leadership teams ▪ Build regional capacity	▪ School leadership teams implement learning from comprehensive training ▪ Follow-up and support with OPI and regional trainers ▪ Build local capacity

	Comprehensive Support and Improvement ▪ Build statewide capacity		

Targeted Support and Improvement: *Role of the OPI, regional service providers, and schools in Professional Development*	OPI (State) ▪ OPI provides targeted training for school leadership teams and regional trainers ▪ OPI provides access to follow-up and support with schools identified for Targeted Support and Improvement ▪ Build statewide capacity	Regional service providers (Regional) ▪ regional trainers collaborate with OPI trainers ▪ Build relationships with school leadership teams ▪ Build regional capacity	Schools (Local) ▪ School leadership teams implement learning based on targeted training ▪ Follow-up and support with job-alike peers through regional service providers ▪ Build local capacity

Universal Professional Development Services: *Role of the OPI, regional service providers, and schools*	OPI (State) ▪ OPI provides access to comprehensive and targeted training opportunities for school leadership teams ▪ OPI provides access to follow-up and support ▪ Build statewide capacity	Regional service providers (Regional) ▪ Regional trainers provide professional learning ▪ Facilitate follow-up and support ▪ Build relationships with school leadership teams ▪ Build regional capacity	Schools (Local) ▪ School leadership teams implement strategies from training provided by regional service providers ▪ Follow-up and support with job-alike peers through regional service providers ▪ Build local capacity

System of Professional Development through the Montana Learning Hub

- The OPI will enhance an existing advisory team for the Learning Hub with one member from each division, the On-line Professional Learning Instructional Coordinator, at least one member representing the state's regional service providers, and at least two stakeholders. This team will create an annual plan for the Learning HUB informed by educators' and stakeholders' feedback and usage and focused on solutions to the state's most pressing needs as evidenced in the following data:
  o Schools receiving Comprehensive Support and Improvement and key challenges to be addressed,
  o Schools receiving Targeted Support and Improvement and basis for Targeted designation,
  o Analysis of all schools' Continuous School Improvement Plans (CSIP), with an emphasis on needs of schools identified for comprehensive and targeted support and improvement, and
  o Analysis of school level self-assessments, with an emphasis on schools identified for comprehensive and targeted support and improvement.
- The OPI will create an on-line professional development plan that clearly outlines the critical on-line resources and support that will be provided to schools identified for comprehensive and targeted support and improvement to ensure the OPI meets the needs identified from the data.

Comprehensive Support and Improvement:	OPI (State)	Schools (Local)
	Develop specific Learning Hub courses to address needs of schools identified for	Communicate areas of need to the OPI

Roles of the OPI and schools in Professional Learning on the Learning Hub	Comprehensive Support and Improvement	Participate in Learning Hub courses as defined in Comprehensive Support and Improvement plans

Targeted Support and Improvement*: Roles of the OPI and schools in Professional Learning on the Learning Hub*	OPI (State)	Schools (Local)
	Develop specific Learning Hub courses to address needs of schools identified for Targeted Support and Improvement	Communicate areas of need to the OPI Participate in Learning Hub courses as defined in Targeted Support and Improvement plans

Universal Professional Learning on the Learning Hub: *Roles of the OPI, regional service providers, and schools*	OPI (State)	Regional service providers (Regional)	Schools (Local)
	Provide access for all schools to all Learning Hub courses	Communicate areas of need to the OPI Facilitate follow-up and support	Communicate areas of need to the OPI Participate in Learning Hub courses as needed based on Comprehensive School Improvement Plans (CSIP)

Step 5: Examine outcomes and use findings to adjust goals and strategies.

The conclusion of one annual cycle and the beginning of the next will include a comprehensive evaluation of the effectiveness of each professional learning strategy employed throughout the year including comparison of school report card data from prior and current years. This effectiveness data will also be cross-referenced with data reflecting low-income and minority student populations. This data will be used to:
- Emphasize and support the strategies proven most successful,
- Inform revisions to professional learning strategies, and
- Identify priorities for new or additional strategies.

Using this approach to review and compare professional learning strategies employed by a school with its progress toward stated goals, the OPI and regional service providers can identify, use, and enhance strategies that have been effective in Montana schools.

B. **Skills to Address Specific Learning Needs**. Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

The OPI will use the same process outlined above in 5.2 A to improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs, including low-income and minority children. Regional and on-line delivery will provide evidence-based instructional strategies specific to student needs and connect directly to the data elements of the school report card:
- Academic Achievement
- Academic Progress
- Graduation Rate

- Progress in achieving English Language Proficiency
- School Quality or Student Success

5.3 Educator Equity.
APPENDIX C: EDUCATOR EQUITY EXTENSION
The Montana Office of Public Instruction (OPI) requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

MONTANA EDUCATOR EQUITY PLAN AND TIMELINE
The Montana OPI, in partnership with stakeholders, will implement the steps below to calculate and report student-level educator equity data. The OPI will report these data within three years from the date the OPI submits the initial consolidated state plan.

Step 1   Identify local needs by consulting with stakeholders, collecting and analyzing data, and identifying root causes.
 The OPI team and stakeholders will use the root cause analysis to identify equity gaps consisting of four steps:
- Identifying relevant and available data
- Analyzing data and identifying equity gaps for low-income and minority students served by Title I Part A compared to non-low-income and non-minority students not served by Title I. Part A
- Identifying root causes of equity gaps
- Aligning evidence-based strategies to root causes that close the gaps

Step 2: Select strategies that are supported by evidence relevant to local needs and that can be implemented successfully to close equity gaps and address disproportionate rates. Strategies must demonstrate strong, moderate, or promising evidence with positive bearing on closing the identified gaps:
- Percentage of teachers categorized in each LEA as an "ineffective teacher" as defined by Montana OPI and stakeholders.
- Percentage of teachers categorized as "out-of-field" teachers consistent with
- Percentage of teachers categorized as "inexperienced" consistent with Section 200.17
- Identify and annually report rates and disproportionalities of the above categories
- Select strategies to address gaps and disproportionalities of categories above

Step 3: Develop a plan for implementation.
Using evidence-based strategies that at least promising practice to reduce equity gaps and confirm strategies are effective with an emphasis on specific learning and forward growth of the local representative needs of local districts. The Montana OPI will create an implementation plan ensuring ongoing professional learning and access to trained regional service providers and facilitators.

Step 4: Implement the evidence-based interventions and instructional strategies and monitor quality.
The OPI implements plan using selected interventions and instructional strategies, and with stakeholders monitors quality and progress toward reaching and going beyond the implementation goals.

Step 5   Examine outcomes and use findings to adjust goals and strategies.

The conclusion of one annual cycle and the beginning of the next will include a comprehensive evaluation of the effectiveness of interventions and instructional strategies employed throughout the year including comparison of school report card data from prior and current years. This effectiveness data will also be cross-referenced with data reflecting low-income and minority student populations. This data will be used to:

- Emphasize and support the strategies proven most successful in closing the equity gaps,
- Identify and annually report rates and disproportionalities of low-income and minority students taught by ineffective, out-of-field, and inexperienced teachers, and
- Identify priorities for new or additional strategies.

Using this approach to review and compare professional learning strategies employed by a school with its progress toward stated goals, the OPI and regional service providers can identify, use, and enhance strategies that have been effective in Montana schools in closing the identified equity gaps and addressing the disproportionalities rates.

TIMELINE
The Montana Office of Public Instruction (OPI) will calculate and report student-level educator equity data under 34 C.F.R. § 299.13(d)(3) by timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

In three years from the date of the initial submission of the initial consolidated state plan, the OPI will report the differences in rates calculated based on ineffective, out-of-field, and inexperienced teachers as required under 34 C.F.R. *§*299.18(c)(3)(i) at the student level.

Year 1: Determine Equity Gaps and Root Causes 2017-2018		
Activity	Who	When
Define terms: Ineffective, out-of-field, and inexperienced teachers	OPI Team with comments from Stakeholders	Summer 2017
Develop, Test, and Produce collection of teacher data using Terms of Employment, Accreditation, and Master Schedule (TEAMS)	OPI Divisions and Stakeholders	Summer 2017
Collect teacher equity data at student level through TEAMS	OPI Accreditation Team	Fall 2017
Review data of school level Continuous School Improvement Plans	OPI Divisions	Winter 2017
Regional and state collection of local needs, e.g., teaching shortages	OPI Team and Stakeholders	Winter 2017
Analyze Data Elements Identify equity gaps	OPI Team and Stakeholders	Winter 2018

Identify root causes of equity gaps	OPI Team and Stakeholders	Winter 2018
Generate implementation plan to close equity gaps	OPI Team and Stakeholders	Spring 2018
Post Implementation Plan on OPI Website	OPI Team and Stakeholders	Spring 2018
Select evidence-based strategies to reduce equity gaps	OPI Team and Stakeholders	Spring 2018
Publically Report Year 1 Plan Collect Comments	OPI Team and Stakeholders	Spring 2018
Year 2: Launch Implementation Plan with Targeted Annual Goals 2018-2019		
Review Year 1 Data	OPI Team and Stakeholders	Summer 2018
Set Annual Goals to Reduce Equity Gaps	OPI Team and Stakeholders	Summer 2018
Collect teacher equity data at student level through TEAMS	OPI Accreditation Team	Fall 2018
Review and adjust regional and state data collection of local needs	OPI Team and Stakeholders	Fall 2018
Review data of school level Continuous School Improvement Plans	OPI Team and Stakeholders	Winter 2019
Analyze Data Elements Determine progress in closing the equity gaps	OPI Team and Stakeholders	Spring 2019
Compare selected strategies to the closing of equity gaps	OPI Team and Stakeholders	Spring 2019
Post Annual Report on OPI Website	OPI Team	Spring 2019
Year 3: Continue Implementation Plan with Adjust Annual Goals 2019-2020		
Review Year 2 Data	OPI Team and Stakeholders	Summer 2019
Adjust Annual Goals to Continue to Reduce Equity Gaps	OPI Team and Stakeholders	Summer 2019
Collect teacher equity data at student level through TEAMS	OPI Team and Stakeholders	Fall 2019
Review and adjust regional and state data collection of local	OPI Team and Stakeholders	Fall 2019

Review data of school level Continuous School Improvement Plans	OPI Team and Stakeholders	Winter 2020
Analyze Data Elements Determine progress in closing the equity gaps	OPI Team and Stakeholders	Spring 2020
Compare selected strategies to the closing of equity gaps - Adjust as necessary	OPI Team and Stakeholders	Spring 2020
Post Annual Report on OPI Website	OPI Team	Spring 2020
Report student-level educator equity data to the U.S. Department of Education	OPI Team and Stakeholders	Spring 2020
Year 4 and Beyond: Continue Implementation Process until all Equity Gaps are Closed		

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA
<mark>THE OFFICE OF PUBLIC INSTRUCTION WILL REPORT THESE DATA IN THE CHART BELOW BEGINNING 2019-2020</mark>

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

Section 6: Supporting All Students

6.1 Well-Rounded and Supportive Education for Students.

Instructions: When addressing the State's strategies below, each SEA must describe how it will use Title IV, Part A funds and funds from other included programs, consistent with allowable uses of fund provided under those programs, to support State-level strategies and LEA use of funds. The strategies and uses of funds must be designed to ensure that all children have a significant opportunity to meet challenging State academic standards and career and technical standards, as applicable, and attain, at a minimum, a regular high school diploma.

The descriptions that an SEA provides must include how, when developing its State strategies, the SEA considered the academic and non-academic needs of the following specific subgroups of students:
- *Low-income students;*
- *Lowest-achieving students;*
- *English learners;*
- *Children with disabilities;*
- *Children and youth in foster care;*
- *Migratory children, including preschool migratory children and migratory children who have dropped out of school;*
- *Homeless children and youths;*
- *Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities;*
- *Immigrant children and youth;*
- *Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA; and*
- *American Indian and Alaska Native students.*

A. The State's strategies and how it will support LEAs to support the continuum of a student's education from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to support appropriate promotion practices and decrease the risk of students dropping out; and

In order to address both the academic and non-academic needs of Montana students, the Montana Office of Public Instruction (OPI) encourages Local Education Agencies (LEAs) to adopt a whole-child philosophy to ensure that all students receive a fair, equitable, and high quality education. The OPI provides support to LEAs in using data-driven approaches to identify and address the needs of every student, as well as works to assist LEAs in providing equitable access to a broad well-rounded education aimed at developing our children into college and career ready young adults. This work is rooted in our rigorous college and career readiness standards and is based on an integrated multi-tiered model that includes social and emotional well-being, health and safety, and family and community factors in addition to the traditional academic and behavioral concerns typically used to identify a child's needs.

To implement these supports, the OPI has put in place a Leadership Council to both align and target the agency resources to most effectively support the LEAs in serving every student's needs. The council is comprised of leaders from every division in the agency, as well as the Superintendent's leadership team. By employing this leadership collaborative the OPI is able to more effectively make

decisions regarding the types and intensity of support that will be made available to each LEA in the state to support student learning and success. This effort has resulted in strong cross-agency collaboration and has greatly reduced the duplication of supports being provided to LEAs. By aligning our initiatives and work, the agency has become more efficient in addressing priorities as well as improving budgetary decisions. The result is that the OPI's key initiatives and its collaborative use of resources has a much broader impact in supporting every child's success. The funds available under *Title IV* will be used to strengthen the evidence-based supports already in place rather than in constructing or using duplicative support systems in each division.

Student Support and Academic Enrichment
Montana's Student Support and Academic Enrichment (SSAE) program is intended to help meet these goals by increasing the capacity of the Office of Public Instruction (OPI), the local educational agencies (LEAs), schools, and local communities to:
1) Provide all students with access to a well-rounded education,
2) Improve school conditions for student learning, and
3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (*ESEA* section 4101).

The OPI, LEAs, and schools will work to tailor investments based on the needs of their unique student populations. Where possible, the OPI will work to coordinate and integrate the SSAE program with activities authorized under other sections of the law, as well as other federal programs to improve outcomes for students. Furthermore, SSAE funds may not be sufficient to independently fund many of the innovative SSAE activities. By leveraging other state and local resources in combination with the SSAE grant funds, the OPI, LEAs, and schools will be able to achieve the goals of SSAE programs.

Montana SSAE Program
The OPI will reserve 95% of it Student Support and Academic Enrichment (SSAE) program allocation for sub-grants to LEAs and not more than one percent of its SSAE program allocation for administrative costs, including public reporting on how LEAs are using the funds and the degree to which LEAs have made progress towards meeting identified objectives and outcomes. (*ESEA* section 4104(a)(1) and (2)).

The OPI will use any remaining funds to support LEA activities and programs designed to meet the purposes of the SSAE program, which will include providing technical assistance to LEAs as well as eliminating State barriers to the coordination and integration of other state programs, initiatives, and funding streams that meet the purposes of the SSAE program.

Montana SSAE Sub-grants
The OPI will award the SSAE sub-grants to LEAs by formula in the same proportion as to the LEAs' prior year's *Title I*, Part A allocations. (ESEA section 4105(a)(1). An LEA that receives at least $30,000 in SSAE program funds will use the Comprehensive School Improvement Plan (CSIP) to complete a needs assessment that includes, at a minimum, a focus on the three SSAE goals listed previously. (*ESEA* section 4106(d)). Based on the results of that assessment, the LEA must use:
• At least 20 percent of funds for activities to support well-rounded educational opportunities (*ESEA* section 4107);
• At least 20 percent of funds for activities to support safe and healthy students (*ESEA* section 4108); and
• A portion of funds for activities to support effective use of technology (*ESEA* section 4109).

Within each of these areas, LEAs will have broad flexibility to use the SSAE program funds for a variety of activities to improve student outcomes and address the opportunity gaps identified through the needs assessment.

For smaller LEAs who receive allocation that are less than $30,000, the OPI will encourage those LEAs to apply for funding as a consortium as authorized in *ESEA* section 4105(a)(3). Montana has over 400 small rural schools with fewer than 100 students. The OPI recognizes that combining SSAE program funds will result in economies of scale so that these smaller LEAs may benefit more than if they had used the funds each respective LEA was individually allotted.

When developing an SSAE application, an LEA or consortium of LEAs must engage in consultation with stakeholders in the area served by the LEA. (*ESEA* section 4106(c)(1)). Such stakeholders must include, but are not limited to parents, teachers, principals, students, school leaders, support staff, local government representatives, community organizations, and Charter school personnel and Indian tribes or tribal organizations, when applicable.

Leveraging Federal, State, and Local Resources
In order to maximize the use of the SSAE program resources, the OPI, LEAs, and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs, and community organizations to offer programs and services to students. In addition, the OPI and local leaders will consider how other Federal, State, and local funds may be leveraged to support a holistic approach to well-rounded education. The OPI will, as required, review existing resources and programs across the State and coordinate any new plans and resources under the SSAE program with existing resources and programs. (*ESEA* section 4103(c)(2)(C)(i)).

The sections that follow provide an overview of the strategies currently employed by OPI and, with the input from our stakeholders, those that are anticipated to be coordinated and integrated under this State Plan in each of the following critical areas.

P-12 Continuum
Montana is dedicated to ensuring the state's education system prepares every child to graduate from high school ready for college and careers. Montana's goal is to provide equitable access to educational opportunity through a continuum, including transitions from grade to grade, of every student's educational experience from preschool through grade 12 to postsecondary education and careers.

Key Initiatives to Support the P-12 Continuum
Montana Preschool Development
This project is jointly implemented by the Governor's Office, the Office of Public Instruction (OPI), and the Department of Health and Human Services (DPHHS) and funded by the United States Department of Education (USDE).
http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html

Montana Early Childhood Guiding Documents and Standards
The early years of a child's life—from birth to age eight—are critically important for learning and development. The Montana Office of Public Instruction, along with its partners, are supporting P-3 learning communities in providing our youngest learners a great start with Preschool Guidelines and Early Learning Standards. http://opi.mt.gov/Curriculum/EarlyChildhood/Index.html#gpm1_3

Montana College and Career Academic Standards
Montana's Content Standards are adopted by the Board of Public Education through the administrative rulemaking process. The content standards for academic subject areas are promulgated in Title 10, Chapters 53 and 54. The content standards are used by school districts to develop local curriculum and assessments in all the content areas including the arts, career and technical education, English language arts, health, physical education, digital literacy, mathematics, science, social studies, and world languages. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas.
http://opi.mt.gov/Curriculum/Index.html

Montana College and Career Readiness Standards Commission
The Montana College and Career Readiness Standards Commission includes representatives from K-12, higher education, state agencies, and businesses to advise the Superintendent of Public Instruction on academic standards and best practices to prepare our students to succeed in college and careers.
http://www.opi.mt.gov/media_Center/MCCRS.html

Graduation Matters Montana
Funding from the Dennis and Phyllis Washington Foundation supports the implementation of locally-designed Graduation Matters initiatives that engage schools, communities, businesses, and families in a focused effort to increase the number of students who graduate prepared for college and careers. http://graduationmatters.mt.gov/

Career and Technical Education/Big Sky Pathways
Montana has over 500 approved Career and Technical Education (CTE) programs and over 800 certified teachers in Agriculture, Business, Marketing, Family and Consumer Sciences, Industrial Technology, and Health Sciences. More than 150 Montana high schools participate in the federal Carl D. Perkins and state Career and Technical Education grant programs to support and improve their Career and Technical Education programs. The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer "career and technical programs of study," known as Big Sky Pathways in Montana, as an option to students and their parents when planning for and completing future coursework.
http://opi.mt.gov/programs/CTAE/CTE.html#gpm1_1

Indian Education for All
In 1999, the Montana Legislature passed House Bill 528 into law (MCA 20-1-501), which is commonly referred to as Indian Education for All (IEFA). It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.
http://leg.mt.gov/bills/mca/20/1/20-1-501.htm

State Systematic Improvement Plan (SSIP)
Under the *Individuals with Disabilities Education Act* (IDEA) the OPI is required to annually report on the progress of the state in improving outcomes for students with disabilities and the overall compliance with the IDEA requirements. As a part of this process, the OPI has developed a State Systemic Improvement Plan (SSIP) that describes the collaborative efforts of the various OPI divisions to address the identified measurable result for improving student outcomes. In Montana,

the goal of the SSIP is to increase the number and percentage of American Indian students with disabilities that complete school.
http://opi.mt.gov/pdf/SpecED/FY14PerfReport.pdf

Montana Higher Education Consortium (HEC)

HEC is a unique community of practice that has brought together general and special education faculty members from all teacher training programs in the State of Montana. The HEC has met twice a year for the past fifteen years to discuss critical issues and share ideas relating to teacher training programs in Montana. The meetings have created a strong partnership and collaboration between faculty members at the teacher training programs. The universities and colleges in Montana benefit from the information they receive from the Montana Office of Public Instruction. The HEC has connected and collaborated with two Office of Special Education Program (OESP) national centers: 1) International Resource Information System (IRIS) Center and 2) Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.

http://www.taese.org/cms/index.php/majorinitiatives/2014-01-14-03-54-22
http://iris.peabody.vanderbilt.edu/
https://ceedar.education.ufl.edu/

Board of Regents Temporary Waiver Option

The Montana Board of Regents created a temporary waiver option for concurrent enrollment teachers to address qualification hurdles. This allows a teacher who is seeking to offer general education courses for concurrent enrollment without the required master's degree in the content area or master's degree in education to seek a temporary waiver for meeting that requirement.

Graduate Course Availability Assessment and Opportunities The Montana University System is working with campuses to assess the availability of graduate credits in formats that work for teachers. This included schedules amenable to teachers, online availability, and also assessing the prevalence of courses open to non-degree seeking students, not requiring GRE, or open to student's ala carte enrollment.

http://mus.edu/DualCredit/Programs.asp
http://mus.edu/DualCredit/ProfessionalDevelopment.asp

B. The State's strategies and how it will support LEAs to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Montana has worked to close the opportunity and achievement gaps in order to ensure educational equity for every student. The Office of Public Instruction is focusing on innovative planning that will address the barriers to learning and teaching and re-engage disconnected students. Both the agency and schools have an enhanced opportunity to work together and with other state partners to ensure that zip code, family income, race/ethnicity, religion, English-language proficiency, sex (including gender identity), sexual orientation, and disability status no longer predict a child's educational opportunities and outcomes.

Equitable Access

Montana has identified and prioritized the following factors that are essential to address in ensuring equity in education, especially in the lowest performing schools:

- increasing access to rigorous curriculum
- increasing access to effective teachers, school leaders, and support staff (e.g., librarians, counselors, and paraprofessionals)
- supporting English learners, students with disabilities, homeless, migrant, and other student subgroups
- addressing students' social-emotional learning needs
- increasing access to high-quality preschool/early childhood experiences

The OPI has targeted the priorities above to improve equity in opportunities and outcomes for every child. The intent of the OPI and its stakeholders is to focus efforts on working collaboratively with LEAs, statewide agencies, organizations, and other partners to advance equity by thinking more holistically across titles and provisions to advance a comprehensive strategy.

Transforming student and learning supports is essential in guaranteeing equity of opportunity to student's access and success in a broad, well-rounded education.

Key Activities to Support Equitable Access

- OPI collaboration with LEAs and state leadership partners, including MEA-MFT, School Administrators of Montana (SAM), Montana University System (MUS), Montana School Board Association (MSBA), Montana Small School Alliance (MSSA), Montana Rural Education Association (MREA), Montana School Counselor Association (MSCA), Montana Librarian Association (MLA), and Department of Public Health and Human Services (DPHHS) Early Childhood Bureau and Head Start
- Montana College and Career Readiness Standards revision and implementation process
- Equitable access for teachers, school leaders, and support staff (e.g., librarians, counselors, and paraprofessionals) to evidence-based professional learning opportunities that improve instructional strategies and student learning and success
- Integrated multi-tiered system of support framework to promote equitable access for every student to an inclusive, well-rounded education with learning and student supports

Access to Well-rounded Education

The Montana Board of Public Education (BPE) adopts learning standards for key content areas that clearly define grade level expectations that progress toward the competencies students need to succeed in college, careers, and civic and community engagement. Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

The Montana Board of Public Education (BPE) has adopted the following content standards:

- Arts, July 2016
- Health Education, July 2016
- Physical Education, July 2016
- Science, Sept 2016
- Mathematics, Nov 2011
- English Language Arts, Literacy, and English Language Development, Nov 2011
- Digital Literacy, January 2010

- Social Studies, Oct 2010
- Career and Technical Education, Oct 2010
- World Languages, October 1999

LEA curriculum and instruction as required by Montana (MCA 10.55.603) is aligned to the state academic standards. By aligning to these standards, LEAs safeguard that students have equal access to a challenging, well-rounded instructional and learning experience that ensures all students graduate prepared to succeed in any postsecondary setting and the workforce.

Montana recognizes the need to support LEAs efforts to provide every student a well-rounded academic education that provides other programs and options, including advanced and accelerated learning opportunities, career and technical education programs, health and wellness programs, physical education programs, arts and music programs, and educational technology programs.

With the passage of ESSA, the OPI and LEAs are now able to broaden the definition of a well-rounded education. While strong literacy and math skills are essential for student success, a well-rounded education allows students to develop skills and knowledge in a wide range of subjects and gives the OPI and LEAs the opportunity to get the balance right in places where the focus has become too narrow. Doing so ensures access and equity for all students. The OPI will use its *Title IV* funds to support LEA activities and programs designed to meet the purposes of the program, which will include providing technical assistance to LEAs as well as eliminating State barriers to the coordination and integration of other state programs, initiatives, and funding streams that meet the purposes of the SSAE program.

Activities to Support a Well-Rounded Education
Indian Education for All
The Indian Education Division works to provide all educators with the knowledge, skills and resources to implement the Indian Education for All Act (MCA 20-1-501) in a culturally responsive manner. Indian Education for All (IEFA) is an integral component in ongoing efforts to provide all students with a high quality education. IEFA offers students an opportunity to meet rigorous state standards in multiple content areas and grade levels as they learn about the distinct and unique cultures and heritages of American Indians. The MT Legislature funds the IEFA.
http://opi.mt.gov/Programs/IndianEd/Index.html

The Montana Digital Academy
In 2009, the Montana Legislature passed a law which created the Montana Digital Academy, a statewide online public K-12 school (MCA 20-7-1201). The purposes of the Montana Digital Academy is to provide Montana students equitable access to distance learning opportunities that emphasize core subject matter, as well as offer dual credit and enrichment courses that are available to all school-age children through public school districts in the state of Montana. ESSA stakeholders recommended expanding offerings for middle school students on the Digital Academy. The MT Legislature funds the Digital Academy.
http://montanadigitalacademy.org/

Teacher Learning Hub
The Montana Teacher Learning Hub is a learning network on the Moodle platform dedicated to providing free, high quality professional learning for all K-12 educators across Montana. Over the past three years, the MEA-MFT, MT Digital Academy, and OPI partnership project team has worked to develop over 160 online modules that focus on instructional strategies and student learning supports. The Hub has over 4,000 registered users. The Hub minimizes the time teachers spend away from their

classrooms to attend training, as well as save school districts money by providing evidenced-based professional learning that does not require that teachers travel. The Montana University System GEAR UP and OPI SPDG grant projects.
http://learninghub.mrooms.net/

Teacher Leadership Academies and Activities to Support All Students
The Office of Public Instruction, Montana University System (MUS), and other statewide partners are building effective professional learning programs to support teacher leaders across the state. These leaders help guide and support local and regional teachers in developing and deepening a shared understanding of content knowledge and effective instructional strategies that engage and promote student learning and academic success.

Standards Based Teaching Renewing Educators Across Montana (STREAM)
This OPI and MUS partnership project has built a statewide regional professional learning infrastructure of regional K-12 Mathematics Teacher Leaders for the Montana Mathematics standards. This project is currently funded with Math Science Partnership Funds, Title II-B through Sept 2018.
http://www.streammath.org/

Montana Partnership with Regions for Excellence in STEM (MPRES)
This OPI and MUS partnership project provides teachers with professional development to assist them in teaching science, technology, engineering, and mathematics. The project has built a statewide professional learning infrastructure of a statewide core group of MPRES Teacher Leaders who provide professional development to other teachers across the state. This project is currently funded with Math Science Partnership Funds, Title II-B through Sept 2018.
http://www.mtscienceeducation.org/

Mathematics Science Partnership Teacher Leadership Project (MSP-LEAD)
This OPI and MUS partnership project prepares teacher leaders in grades 5-12 to lead improvement in mathematics and science at the local, regional, and state level. Combining training, collaboration, and mentorship, MSP-LEAD applies best practices in professional learning to help teacher leaders share content knowledge and instructional strategies with other teachers in their regions and schools. This project is currently funded with Math Science Partnership Funds, Title II-B through Sept 2018.
http://opi.mt.gov/Curriculum/MSP/

Flathead Reservation Algebra Collaborative (FRACtion)
This OPI and MUS partnership project first targeted the Flathead Indian Reservation schools to address implementing mathematics standards through Mathematical Practices. Working with the STREAM project leadership and the Indian Education Division, FRACtion has since spread to another reservation and plans to expand to other reservations in the future. This project is currently funded with Math Science Partnership Funds, Title II-B through Sept 2018.
http://opi.mt.gov/Curriculum/MSP/#gpm1_2

Symposium on Montana Mathematics Teaching (SuMMiT)
SuMMiT annually brings together leaders from Montana's universities, tribal colleges, and K-12 education to address issues, collaboratively solve problems in pre-service mathematics education, and align and expand evidenced-based initiatives for mathematics education. This project is currently funded with OPI and Math Science Partnership Funds, Title II-B through Sept 2018.

Mathematics Pathways to Advance Teachers of High School (M-PATH)
This Montana State University project aims to advance a cohort of non-licensed or miss-assigned high school mathematics teachers on a pathway towards endorsement in mathematics with a suite of graduate-level content courses designed specifically for high school mathematics teachers. This project is currently funded with OPI and Math Science Partnership Funds, Title II-B through Sept 2018.
http://opi.mt.gov/Curriculum/MSP/#gpm1_2

MT Math Teachers' Circles
This MUS project goal is to invigorate middle school and high school mathematics teachers through problem solving activities, to facilitate connections among and between local and regional mathematics teachers and mathematicians, and to create an ongoing, supportive, and collaborative community. This project is currently funded with Montana University System Title II-B funds through Sept 2018.
http://hs.umt.edu/math/mtmathteacherscircle/

Northwest Earth and Space Sciences Pipeline (NESSP)
The NESSP Project enhances existing earth and space science programs and launches new efforts throughout Washington, Oregon, and Montana with a particular focus on underserved and underrepresented communities. Based at the University of Washington, this project brings together educational institutions, K-12 teachers, and informal education organizations to inspire, teach, and recruit the next generation of students in science, technology, engineering and mathematics. This project is currently funded with NASA funding through Dec 2020.
http://www.washington.edu/news/2016/02/17/nasa-funded-consortium-to-support-science-education-in-washington-oregon-and-montana/

MT Teacher Leader of the Arts Project
This Office of Public Instruction, Montana Arts Council, and Salish Kootenai College partnership project has built a statewide infrastructure of Montana Teacher Leader of the Arts who provide statewide support to other teachers in integrating the arts into their classroom instruction. The teacher leaders attend a summer institute at the Salish Kootenai College and continue as a professional learning community that has ongoing blended professional learning throughout the school yearend. This project is supported by Montana Arts Council, OPI, and NEA funding.
http://mtmusiced.com/montana-teacher-leaders-in-the-arts-2016-2017-applications-now-available/

National Writing Projects
Montana's National Writing Projects provide professional learning for teachers in order to improve writing and learning for all students. These three OPI and MUS partnership projects support teacher leadership in regions across the state. These projects provide support to high-need LEAs with teacher workshops that integrate evidence-based literacy practices, Indian Education for All, and strategies to improve academic achievement for American Indians. These projects are supported by OPI, MUS, and the National Writing Project.
https://www.facebook.com/The-Montana-Writing-Project-MWP-139508476069438/about/
http://www.montana.edu/english/ywp.html
http://elkriverwritingproject.weebly.com/

If an SEA intends to use Title IV, Part A funds or funds from other included programs for the activities that follow, the description must address how the State strategies below support the State-level strategies in 6.1.A and B.

C. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to improve school conditions for student learning, including activities that

create safe, healthy, and affirming school environments inclusive of all students to reduce:
  i. Incidents of bullying and harassment;
  ii. The overuse of discipline practices that remove students from the classroom; and
  iii. The use of aversive behavioral interventions that compromise student health and safety?
☒Yes. If yes, provide a description below.
☐ No.

School Conditions

Montana recognizes that safe and supportive school environments matter because they nurture and facilitate strong collaborative learning communities that support the whole child, the whole school, as well as the whole community. Positive school conditions are essential for promoting student learning, academic achievement, school success, and healthy development. Positive school conditions are key to promoting effective risk prevention, positive youth development, and positive social relationships that support, respect, engage, and value every child.

Contingent on the availability and level of funding, the Montana Office of Public Instruction will partner and collaborate across systems to support LEAs in prioritizing their safe and healthy student activities to support positive school environments. This may include mentoring and school counseling; bullying, violence and suicide prevention; health enhancement; substance use prevention; mental health; Traffic Education; Tobacco Use Prevention and natural, technology, and man-made disaster preparation and response plans.

Key Initiatives to Support School Conditions

Montana Behavior Initiative

The Montana Behavioral Initiative (MBI), implemented over 25 years ago in Montana, is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses a positive response to intervention framework which provides a three-tiered continuum of support and a problem solving process to assist schools in meeting the needs of and effectively educating all students.

http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/

My Voice Student Survey

The MBI and the OPI have been promoting and supporting the My Voice Survey as an evidence-based tool for LEAs to measure school climate. This student survey provides insight on student perceptions of their school experience. The survey is completed on-line and results are provided to a school based on eight conditions that affect student aspirations.http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/#p7GPc1_8

Bully-Free Montana Tool Kit

In 2015, the Montana legislature passed an unfunded anti-bullying law that simply reads, "Bullying of a student enrolled in a public K-12 school by another student or an employee is prohibited" (MCA 20-5-209). Prior to that new law, the OPI created a Bully-Free Toolkit which is a portfolio of templates on model policies, reporting structures, tools for parents, and other resources that districts may implement. The ESSA stakeholders have recommended that the Montana Office of Public Instruction expand the resources available to schools to support them in bully prevention efforts as funding allows.

http://opi.mt.gov/Programs/TitlePrgms/SafeSchools/bully.html

Violence and Suicide Prevention

In 2015, the Montana legislature passed the *Suicide Awareness and Prevention Training Act* that charged the OPI to provide guidance and technical assistance to Montana schools (MCA 20-7-1310). Working with other

state agencies and organizations, the OPI is in the process of identifying, guiding, and providing technical assistance to Montana schools.
http://www.sprc.org/news/montana-school-policy-and-training-legislation

School Safety and Emergency Operations Planning
Montana law requires LEAs to adopt a school safety or emergency operations plan that addresses issues of school safety (MCA 20-1-401). The OPI has developed guidelines to support schools in assessing school conditions. This process helps LEAs to develop a safety structure that addresses physical, cultural, climate, psychological and emotional health for prevention and response to an emergency or incident. The OPI anticipates supporting schools in their planning and implementation process based on the outcomes of this self-assessment.
 http://opi.mt.gov/Programs/HealthTopics/index.html?gpm=1_7#gpm1_6

Mental Health Programs
The OPI has addressed school-based mental health through a variety of grants and funding sources across divisions. The OPI has several successful pilot projects, including wrap around services, suicide prevention protocols, interconnected system's framework, and trauma-informed education. The agency also currently assists LEAs in setting up tiered mental health services. The OPI recognizes that the lessons learned have not been shared with all LEAs and the pilot projects have not been implemented to scale statewide due to limited resources. Our ESSA stakeholders have recommended that the OPI and other mental health partners support the scaling up of the above mentioned projects so that more LEAs have access to evidence-based strategies for addressing mental health needs in their schools and communities.
http://opi.mt.gov/programs/healthTopics/suicideaware.html
http://www.pbis.org/school/school-mental-health/interconnected-systems

School-based Child Nutrition Programs
The Montana Office of Public Instruction Health Enhancement Division is dedicated to promoting nutritional wellbeing as part of a comprehensive learning environment focused on reducing disparity in student populations by encouraging participation in various school nutrition programs and through nutrition education in curriculum to promote healthy choices.
http://opi.mt.gov/Programs/SchoolPrograms/School_Nutrition/index.html

D. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to effectively use technology to improve the academic achievement and digital literacy of all students?
☒ Yes. If yes, provide a description below.
☐ No.

Use of Technology
Montana recognizes the need for all students to have access to robust technology and skill development to enhance their digital literacy across the various technologies. Basic technology operation skills provide the foundation upon which student capabilities and conceptual understanding are built to prepare students for their future work and careers. The Office of Public Instruction is working 1) to expand student learning opportunities with technology opportunities for all students, 2) to afford equitable access to historically disadvantaged students to evidence-based learning materials and supports, and 3) to increase Montana educators' capacity for using blended learning opportunities for students to support personalized-learning and supports.

In order to support students' access to technology and instructional opportunities and to empower teachers who continually innovate with technology, the Office of Public Instruction recognizes that partnerships must be enhanced or formed both within the state agency and with stakeholders including other agencies, organizations, higher education, and business and industry. The intent of these partnerships is two-fold: 1) to provide students with unique opportunities to experience technology applications and innovations in business and industry and 2) to find additional funding for evidence-based, innovative digital learning projects. The OPI will use *Title IV* funds to support LEA activities and programs designed to meet the purposes of the program, which will include providing technical assistance to LEAs as well as eliminating State barriers to the coordination and integration of other state programs, initiatives, and funding streams that meet the purposes of the SSAE program.

Other Key Initiatives and Activities to Support Technology
Digital Academy 2009, the Montana Legislature passed a law which created the Montana Digital Academy, a statewide online public K-12 school (MCA 20-7-1201). The purposes of the Montana Digital Academy is to provide Montana students equitable access to distance learning opportunities that emphasize core subject matter, as well as offer dual credit and enrichment courses that are available to all school-age children through public school districts in the state of Montana. ESSA stakeholders recommended expanding offerings for middle school students on the Digital Academy. The Montana Legislature provides the funding for the Digital Academy. http://montanadigitalacademy.org/

Teacher Learning Hub
The Montana Teacher Learning Hub is a learning network on the Moodle platform dedicated to providing free, high quality professional learning for all K-12 educators across Montana. Over the past three years, the MEA-MFT, MT Digital Academy, and OPI partnership project team has worked to develop over 160 online modules that focus on instructional strategies and student learning supports. The Hub has over 4000 registered users who minimize the time they spend away from their classrooms to attend training, as well as save school districts money by providing free evidenced-based professional learning that does not require that teachers travel. The Montana University System GEAR UP grant and the OPI SPDG grant provide the funding for the Teacher Learning Hub. http://learninghub.mrooms.net/

Montana ACT Prep
With the OPI and the Montana Office of the Commissioner of Higher Education (OCHE) partnership that includes funding from Montana GEAR UP, Montana offers free on-line ACT prep for all 10,700 students in 11th grade. Students have access to practice tests and essays with complete scoring, content reviews, and diagnostic tests via the internet. Site licenses provide tools for educators to analyze data in order to impact and individualize instruction. http://mus.edu/gearup/

EdReady Montana
Funded by private donations, EdReady is a personalized-learning mathematics readiness tool available at no cost to Montana schools from middle school to high school to college and adult basic education. This interactive online program provides a variety of student learning and support options:
- prepare for upcoming local math classes or curriculum
- supplement their skills while taking a math class
- revisit possible gaps in general math skills
- become better prepared for college math
- practice math skills needed for a desired career path
- study and review math concepts for a standardized exam
  http://edreadymontana.org/

E. Does the SEA intend to use funds from Title IV, Part A or other included programs to support strategies to support LEAs to engage parents, families, and communities?

☒ Yes. If yes, provide a description below.

☐ No.

Parent and Family Engagement

As a large and sparsely populated rural state, Montana has historically been dependent on parent, family, and community engagement as a cornerstone of a child's public education.   With ESSA's focus on enhancing family and community engagement to help support every child's success, the Office of Public Instruction and its stakeholders have identified what is working and which innovative activities need to be expanded and enhanced to assist more school communities. The OPI has identified a collaborative agency team, working across divisions, who will work to expand an array of effective initiatives and activities that will be promoted and shared across divisions, programs, and statewide partnership projects.

Contingent upon available funding and other funding partners, the OPI intends to use funds from Title IV, Part A and may also include funds from Title I, Part A, Title I D, Title III, Title IX, Part A, and IDEA to support this work. The OPI plans to create a unified agency vision and mission to assist all LEAs in engaging families and communities in a consistent manner across programs funded within the LEA. The OPI anticipates building a portfolio of measurable models and programs that align and coordinate across divisions, programs, and statewide partners. The OPI will work to support LEAs in increasing the effectiveness of implementation of family engagement that is aligned across the district including adult education and family literacy (Workforce Innovation and Opportunity Act). As resources allow, the OPI will partner with Education Northwest in order to assess current programs, develop a unified vision and process of implementation to address the unique needs of each community whose needs may include high poverty, American Indian families and communities, military families, families of English learners, and rural and isolated communities.

In order to accomplish this mission to strengthen parent and family engagement in Montana schools, the OPI will collaborate with other state agencies, including the Department of Health and Human Services, Department of Corrections, Department of Justice, Montana Head Start Association, and Office of The Commissioner of Higher Education. Other partnerships and supports include statewide and local non-profits and foundations that support and engage children and families.

Key Initiatives to Parent and Family Engagement
- Montana Behavior Initiative (MBI) http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/
- Parent Teacher Home Visit Project http://www.pthvp.org
- Academic Parent Teacher Teams (APTT) https://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/
- LEA Family/Home Coordinators
- Head Start housed within the K-12 system
- Montana Preschool Development Project

6.2 Program-Specific Requirements.

A. **Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies**
   i. **Describe the process and criteria that the SEA will use to waive the 40 percent school wide poverty threshold under section 1114(a)(1)(B) of the ESEA that an LEA submits on behalf of a school, including how the SEA will ensure that the school wide program will best serve the needs of the lowest-achieving students in the school.**
   Schools that would like to move from a targeted assistance program (TAS) to a school-wide program (SWP), but are under the 40 percent poverty threshold, will be required to complete the following process to be eligible for a waiver: (1) The district will send the Montana Office of Public Instruction (OPI) a letter requesting a waiver for a school that does not meet the 40 percent threshold to become a school-wide program. The OPI will notify the district that the school will need to conduct a comprehensive needs assessment with its stakeholders to determine the need to switch from a TAS to SWP program. (2) The school will submit to OPI the outcome of the needs assessment along with a rationale for why the change is in the best interest of the students in the school. A three-member review team from OPI will review the needs assessment and rationale. (3) If it is determined that the change is in the best interest of the students, the school will be allowed to complete the rest of the school-wide process. Should OPI determine that the plan does not meet the best interest of the students, the school will be able to appeal the decision along with new facts to support the change to the OPI Assistant Superintendent for Educational Services.

B. **Title I, Part C: Education of Migratory Children.**
   i. **Describe how the SEA and its local operating agencies, which may include LEAs, will establish and implement a system for the proper identification and recruitment of eligible migratory children on a statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the SEA will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis.**
   The success of the Montana Migrant Education Program (MEP) is dependent upon a systematic, statewide, vigorous, well-planned identification and recruitment (ID&R) effort overseen by the State Educational Agency (SEA). Because Montana has the 4th largest land mass of the 50 states, and many communities that are both rural and isolated, the MT MEP uses two statewide recruiters and one regional recruiter as year-round staff, and several seasonal recruiters during the summer months to accomplish these goals. The function of recruiters is to locate and certify all migrant children ages 3-21 who meet the statutorily mandated criteria for eligibility, including preschool migratory children and children who have dropped out of school who are in the State of Montana during the performance period between September 1 and August 31 of each year. All recruiters are provided extensive and ongoing annual training regarding the ID&R of migrant children using the ID&R curriculum provided by the Office of Migrant Education (OME), the Montana State MEP ID&R manual, Migrant Student Information Exchange (MSIX) guidelines, and other relevant and updated policy guidance tools which are currently available. Specifically, core eligibility, family history, and demographic data is collected by trained recruiters through a direct family interview and documented on the national Certificate of Eligibility (COE). These data are collected on COEs throughout the performance period and validated at the Local Educational Agency/Local Operating Agency (LEA/LOA) and SEA level by migrant

administrators who are trained to detect any errors or questions raised by any given COE. Once the COE is certified as valid by the SEA, data are entered in the New Generation System (NGS) migrant student database by trained data entry personnel and once again reviewed by local and state administrators. In addition, eligible migrant students residing in Montana during the regular school term are flagged as such in the state student database called AIM, to further ensure migrant eligibility awareness at the LEA level.   NGS is a web-based inter/intrastate information network that communicates demographic, educational, and health data of migrant students to educators and stakeholders throughout the nation. Through it, educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management, and OME performance reports, and MSIX uploads on a nightly basis. Highly trained staff comply with the file specifications for the federally mandated EDEN and the Consolidated State Performance Report (CSPR). In addition to reports and functions designed to strengthen migrant ID&R practices at the local level, NGS also has an extensive management level report section dedicated to meeting the requirements of the CSPR. This function provides complete student level reports used to account for all the migrant children in the ED Facts data files. MEP State staff review these reports periodically during the year and again before the CSPR is finalized to ensure the accuracy of the ED Facts file submission.   The Consortia States of NGS also have an active advisory committee that addresses ongoing changes or requirements for the system in addition to the management team of Consortia State Directors, who ensure that the overall system requirements are met by the NGS Contractor. The management team provides the office space, servers, and upgrades to the system throughout the performance period in addition to a help desk for users and training of Consortia State users. To further assure the quality and validity of MEP ID&R, periodic re-interviewing of families is done in compliance with the regulations governing the re-interviewing process. The MSIX notification system and the missed enrollment report also are used to ensure that all potential migrant students are found and identified throughout the performance period.

ii. **Describe how the SEA and its local operating agencies, which may include LEAs, will identify the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school.**
The goal of the Montana Migrant Education Program (MEP) is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of Montana. To achieve this goal, the Montana MEP strives to create conditions that empower educators working with migrant children to collaborate in designing programs that build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population. The Montana MEP helps migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, so they can be successful in school. Furthermore, the Montana MEP prioritizes services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the performance period.   MEP funds must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school. The children of migrant, mobile agricultural workers and fishers have unique needs due to high poverty, high mobility, and interrupted schooling. It is important to understand the

unique needs of migrant students as distinct from the English Language Learners (ELLs) or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process. Each year, the Montana MEP updates the Comprehensive Needs Assessment (CNA) to identify the needs of Montana migrant students. Every 2-3 years, the SEA convenes a Needs Assessment Committee (NAC) consisting of SEA staff and parent/community and school district representatives (teachers, administrators, and other school staff). The Montana CNA follows the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). The process follows OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment? Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. During NAC meetings, concern statements are reviewed and revised along with needs indicators and needs statements. The NAC reviews data related to migrant student achievement, attendance, mobility, and migrant activities. In addition, MEP staff and parents from across the state are surveyed to determine the types and extent of needs of migrant students living in isolated locations. Data analysis and descriptions of the procedures are recorded in the annual CNA reports. Concern statements form the basis of the development of strategies and measurable program outcomes (MPOs) developed during the Service Delivery Plan (SDP) process. In addition to concerns, need indicators, and need statements, solutions are proposed to improve student achievement, the possible effects that the solutions may have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions.

iii. **Describe how the SEA and its local operating agencies, which may include LEAs, will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.**
The Office of Migrant Education's Continuous Improvement Process is implemented by the Montana MEP to help ensure that participating migrant students benefit from a planning process that involves multiple stakeholders from across the State using a systematic process. The process begins with the CNA that informs the development of the SDP and continues through program implementation, and program evaluation. In accordance with the Statutory and Regulatory guidelines provided by OME, the comprehensive State SDP should be updated when the SEA: 1) updates the statewide CNA; 2) changes the State performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years. The last update of the Montana MEP SDP was in January 2015, with a plan in place to update the SDP during 2017-18. The primary purpose of the CNA is to guide the overall design of the Montana MEP on a statewide basis, as well as to assure that the findings of the CNA are folded into the comprehensive state plan for service delivery. The SDP helps the Montana MEP develop and articulate a clear vision of the following: the needs of Montana migrant children; the services the Montana MEP will provide on a statewide basis; the Montana MEP's MPOs and how they help achieve the State's performance targets; and the mechanism to evaluate whether and to what degree the program is effective. The Montana MEP CNA results provide a blueprint for the delivery of services within the State for migrant children and youth, including preschool, dropout and out-of-school youth. An SDP Committee was formed with representatives of the key stakeholders in migrant education

within the state. Migrant parents and community members were represented along with MEP educators, SEA staff, administrators, and recruiters. The Montana SDP includes the five required components of the SDP (State Performance Targets, Needs Assessment, Service Delivery Strategies, MPOs, and Evaluation) and the alignment of these components. Each of the components has its own function in the SDP and is linked to provide a cohesive and consistent approach to enable migrant students to achieve performance goals and targets. Other components addressed in the SDP include Priority for Services Students, Implementation and Accountability Plan, Professional Development Plan for Staff, Parent Involvement and Development Plan, Identification and Recruitment (ID&R) Plan, and Exchange of Student Records. It is important that the SDP ensures that MEP activities are aligned with the Montana Common Core Standards. The four goal areas (Goal Area 1: Reading; Goal Area 2: Mathematics; Goal Area 3: High School Graduation; Goal Area 4: School Readiness) are aligned with the Montana State performance targets and consider the College, Career & Culturally Ready standards.. As a supplemental program, MEP funds for services are only used to address the unmet needs of migratory children after all other sources of funding –whether local, state or other federal funding have been made available. All MEP staff are trained to make referrals to local, state and other federal programs prior to initiating any MEP -funded services. In the case of summer school programming, funded LEAs/LOAs are required to collaborate with other state, local or federally funded providers prior to using MEP funds. Those services may include Title I Part A, Tittle II, Special Education, HEW funded health programs and Head Start programs and others.

iv. **Describe how the State and its local operating agencies, which may include LEAs, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year (*i.e.*, through use of the Migrant Student Information Exchange (MSIX), among other vehicles).**
Because migrant students move frequently, a central function of the MEP has always been to reduce the effects of educational disruption on migrant children in order to improve their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migrant children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migrant students to communicate and coordinate with one another. In Montana, inter/intrastate collaboration is focused on data collection, transfer, and maintenance through the following activities: year round ID&R and collaboration with sending states; use of NGS and MSIX for interstate student record transfer; participation in the Management Team function of NGS with other state leaders; coordination with AIM, the State's student information system for regular term students; advocacy for inclusion of MEP data needs at SEA; participation in the SMART learning Consortia; participation in the Midwest Migrant Education Resource Center (MMERC); partnering in the OSY and Pre-School Consortia; implementing Project MASTERY (statewide lending library through the MMERC); participation in the National Association of State Directors of Migrant Education (NASDME) and the National Migrant Education Conference for Professional Development; implementation of the multi-state "Count on Me" tutoring consortia; chairing the NASDME Student Scholarship Initiative; coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled; participation in Texas and Washington State Interstate Initiatives specific to secondary students and credit accrual; participation in the National PASS Association; attending inter- and intra-state meetings as

necessary for the implementation of the MEP.   The following are descriptions of some of inter/intrastate projects in which the Montana MEP participates. Project SMART targets the unique needs in math of migrant students in the states of Texas, Illinois, Wisconsin, Minnesota, New York and Michigan. SMART also utilizes the secondary PASS curriculum, incorporating a scientifically based design for curricula that promotes the comprehension of math concepts and the preparation of migrant students for higher-level math encompassing Five Dimensions of Mathematical Proficiency. Project MASTERY – Mobile Access for Students and Teachers to Educational Resources Year Round is an extension of the mobile technology lab concept. Project MASTERY provides access for migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources, which are loaned to the rural schools as part of a cooperative agreement between the Montana MEP and the Minnesota Migrant Education Resource Center (MMERC). MASTERY staff uses a four-wheel drive vehicle to visit rural and isolated schools that have enrolled migrant students.   MASTERY also enables the Montana MEP to identify and recruit students in the most remote, non-project areas of the State where ID&R efforts had been all but impossible in the past. MASTERY teachers visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops throughout the whole state of Montana, as well as planning services to regular term projects. MASTERY serves as a catalyst for ID&R by informing local school districts unfamiliar with the MEP what needs to be done to ensure that migrant students are enrolled in the most appropriate educational programs. The goals of MASTERY are to increase migrant student access to technology and resource materials during the regular school term, and provide teachers with professional development on the use of technology and resource materials to enhance the learning and achievement of migrant students, as well as providing increased intrastate coordination with LEAA. To ensure that our highly mobile students are receiving continuity of instruction, considerable statewide resources are allocated for interstate coordination with the sending state of Washington, and well as with Texas and other states to which migrant students travel to/from ensure that their education and support service needs are being met. Certificates of Eligibility are shared with sending districts to accommodate rapid identification and recruitment of shared students.   The Montana MEP relies on a number of sources of information and technological platforms for the collection, storage and retrieval of data and the generation of reports that reflect inter/intra state mobility. Local MEP directors and other staff including MEP recruiters/ advocates are key to collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as staff training rosters and focus group results to improve educational continuity of migrant students. As stated, the Montana MEP uses the following main sources of information to store, maintain, and transfer migrant student records: The New Generation System (NGS), Achievement in Montana (AIM) State Data base; Migrant Student Information Exchange (MSIX).   These information systems are the basis for interstate and intra state coordination and continuity for the MTMEP. Specifically, the NGS (https://ngsmigrant.com/) is a web-based interstate information network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. The system allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. The NGS also allows educators to generate various student-level, management, and OME performance reports.   NGS is secured in a variety of ways, one of which is password authentication. A

user ID and password is issued once a completed application is received and approved. Consortium members are able to query, add, and update records on students, enrollments, assessments, special needs, and various health data. For academic records, members can add, update, consolidate, or view information on unresolved courses, failed courses, and recommended courses, passed courses, academic credits, state graduation plans, and graduation requirements. Information on facilities (SSID), facility contacts, and supplemental programs provided to students at a facility can be input.   Needs assessment information is generated in home-base States and transferred to Montana through NGS for Texas-based students, and the Migrant Student Data & Recruiting (MSDR) database for students home-based in the State of Washington. Examples of data received from home-base states include age-appropriate grade placement of Montana migrant students, information on the number of migrant students not meeting grade level proficiency, language proficiency determinations, and state exit-level test scores. The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented the Migrant Student Information Exchange (MSIX) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.   Montana is fully operational in MSIX and the Montana Migrant System/NGS interfaces with it as well as with the state student data based (AIM) to allow the OPI to complete reports on interstate and intrastate student records. Montana is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements. Ongoing training is provided to Montana MEP staff throughout the year on all of these systems.

v. **Describe the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment.** LEA sub grantees compile data based on the educational record and perceived needs of every migratory child enrolled in their programs and enter that data into NGS. In addition to the LEA data, needs assessment information is generated in home base states and transferred to Montana through MSIX. Examples of data received from home base states include age-appropriate grade placement of Montana migrant students, information on the number of migrant students not meeting grade level proficiency, language proficiency determinations, and state exit-level test scores when available. In addition, various other data collection methods are employed to assess needs and identify solutions. These methods include: Surveys completed by MEP staff, recruiters, and migrant students and parents; Reviews of State assessment results in reading and mathematics with comparisons made between migrant students and non-migrant peers, and State performance targets; Reports on achievement and credit accrual toward high school graduation generated through NGS; Reports on student achievement in reading and math using Summer Success program assessments, Count on Me Math assessments, and Math CIG assessments; Reports on student achievement in technology using the Student Technology Use Assessment; Reports on preschool student achievement of readiness skills as measured by the Montana Preschool Outcomes Assessment; and Reports regarding OSY and their particular needs as recorded by advocates and recruiters; Reviews of support service needs and MEP staff professional development needs.

Needs assessment data reflect a wide range of challenges. This data indicates a need for both direct supplemental instructional services in reading and math, as well as for programs that support instruction including counseling, mentoring, graduation coaching, technology-based instruction, and other supplemental supportive service needs. Following is a summary of the needs of migratory students in Montana during 2016-17.

High Mobility/ Interrupted Schooling There is a great need for instructional services to provide for continuity of instruction as more than half of the eligible migrant students in Montana (53%) had migrated within the past 12 months.

Reading and Math Needs Results from State assessment results, *Summer Success Reading*, and MathSMART assessments show that migrant students in Montana need intensive supplemental reading and math instruction during the regular school year and summer months to bring them up to grade level. Results show that students of all grades are not performing at their expected levels. This data is corroborated across the multiple assessments performed and reported by Montana MEP staff.

ESL Instruction Half of Montana's migrant students are English learners (ELs). This demonstrates the need for increased collaboration with Title I Part A and Title II to provide intensive English as a second language (ESL) instruction during both the regular school year in their home districts and the summer months.

Preschool Student Needs - Preschool students assessed with the Preschool Outcomes Checklist arrived in Montana scoring 36% of mastery on school readiness skills.

Technology Needs - Student needs in the area of technology skills are great with students scoring at 60% short of mastery prior to receiving technology instruction.

Support Services Needs - Nearly all of the participating students were in need of social work referrals, health and dental services, outreach or advocacy during the year. Nearly three-fourths of parents responding to a survey reported that they had a need for books, school supplies, or computers/ Internet access.

Secondary Credit Accrual - Nearly one-third of all eligible migrant high school students/OSY needed high school credit accrual during 2015-16, indicating that they were credit deficient.

Professional Development - There is a continuing need to build the capacity of MEP staff to serve the academic needs of students in Montana. Professional development needs that exist address technology, curriculum/instruction, MEP updates, and training on the different programs provided to migrant students in Montana.

Parent/ Family Needs - The majority of staff responding to the needs assessment survey felt that parents need training on technology use and strategies for helping their child with math and reading.

vi. **Describe the current measurable program objectives and outcomes for Title I, Part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes consistent with section 1304(b)(1)(D) of the ESEA.**

Following are the MPOs and Strategies for **Goal Area 1: Reading**

MPO 1.1: In 2016-17 and each year thereafter, at least 98% of migrant students receiving supplemental reading instruction will be promoted to the next grade level.

MPO 1.2: In 2016-17 and each year thereafter, Project MASTERY will support migrant students in reading, literacy, and other language arts as measured by a rating of 4 or above on the Fidelity of Strategy Implementation (FSI) tool.

MPO 1.3: In 2016-17 and each year thereafter, migrant students receiving supplemental reading instruction will increase their reading skills by at least 10% as measured by Summer Success Reading and other reading fluency assessments.

Strategy 1.1: Each year beginning in 2016-17, local projects providing services during the regular school year will provide migrant students with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

Strategy 1.2: Each year beginning in 2016-17, Project MASTERY staff will provide supplemental, needs-based services (i.e., MMERC instructional materials, computers loans) during the regular school year to migrant students throughout the State in locations without a local MEP project to support reading, literacy, and other language arts.

Strategy 1.3: Each year beginning in 2016-17, local projects providing services during the summer will provide migrant students with supplemental, research-based reading instruction utilizing the Summer Success Reading program and other integrated reading programs.

Following are the MPOs and Strategies for **Goal Area 2: Mathematics**

MPO 2.1: In 2016-17 and each year thereafter, at least 98% of migrant students receiving supplemental math instruction will be promoted to the next grade level.

MPO 2.2: In 2016-17 and each year thereafter, Project MASTERY will support migrant students in math, science, and other related subject areas as measured by a rating of 4 or above on the Fidelity of Strategy Implementation (FSI) tool.

MPO 2.3: In 2016and each summer thereafter, migrant students receiving supplemental math instruction via Project SMART will increase their math skills by at least 25% as measured by Project SMART math assessments.

MPO 2.4: In 2016 and each summer thereafter, at least 75% of migrant students assessed receiving supplemental math instruction via the Count on Me program will increase their math skills as measured by the Count on Me assessment.

Strategy 2.1: Each year beginning in 2016-17, local projects providing services during the regular school year will provide migrant students with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

Strategy 2.2: Each year beginning in 2016-17, Project MASTERY staff will provide supplemental, needs-based services during the regular school year to migrant students throughout the State in locations without a local MEP project to support mathematics, science, and other related subjects.

Strategy 2.3: Each summer beginning in 2015, local projects providing services during the summer will provide migrant students with supplemental, research-based math instruction utilizing Project SMART.

Strategy 2.4: Each summer beginning in 2016, the MEP will implement the "Count on Me" math in the orchards program to students that migrate to the Flathead Lake area.

Following are the MPOs and Strategies for **Goal Area 3: High School Graduation**

MPO 3.1: In 2016-17 and each year thereafter, migrant students enrolled in secondary education courses in Montana will complete at least 50% of the courses in which they are enrolled.

MPO 3.2: In 2016 and each summer thereafter, after receiving technology-based instruction migrant students will increase their technology skills by at least 20% as measured by the Student Technology Use Assessment.

MPO 3.3: In 2016-17 and each year thereafter, after participating in MEP-sponsored leadership activities, 80% of students will report an increase in their development as leaders as measured by a pre/post self-assessment.

Strategy 3.1: Each year beginning in 2016-17, local projects will provide migrant students with access to secondary coursework and support to meet their high school credit accrual needs while they are in Montana.

Strategy 3.2: Each summer beginning in 2016, the MEP funded sites will provide migrant students with supplemental, research-based technology instruction to increase their engagement in school and prepare them for postsecondary, workforce, and career readiness.

Strategy 3.3: Each year beginning in 2016-17, provide opportunities for leadership development for migrant middle and high school students.

Following is the MPO and Strategy for **Goal Area 4: School Readiness**

MPO 4.1: In 2016-17 and each year thereafter, migrant preschool children receiving school readiness instruction will improve their skills by at least 5% as measured by the Montana MEP Preschool Outcomes Checklist.

Strategy 4.1: Each year beginning in 2016-17, local projects will provide preschool children with school readiness instruction when no other program is available to provide these services (i.e., during the summer months). Referrals will be made for migrant children to existing preschool programs.

vii. Describe how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA.

Title I Part C supports parent involvement by enlisting parents to help their children do well

in school. In order to receive MEP funds, a local project must implement programs, activities, and procedures that effectively involve migrant parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migrant parents can play a pivotal role in planning the educational programs in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

The Montana Office of Public Instruction (OPI) has structures and resources in place for involving and supporting parents and families. With the goal of ensuring that high quality services are provided to all communities and schools, OPI provides a link to parent resources on its website at http://opi.mt.gov/Programs/TitlePrgms/TItleIA/TItleIA.html#gpm1_4 . The Family and Community Engagement (FACE) site offers links to resources and programs (i.e., the Montana PTA). Parents can print out useful information and search electronic links related to curriculum, tests and assessment results, nutrition, and health, and involvement in school improvement.   Montana offers general and specific information for parents to learn about the MEP, and to understand the ID&R process to determine whether their family qualifies for the program. Further, the Montana MEP offers ideas for parents to help their children experience success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Montana MEP and local projects consult with the parent advisory councils (PACs) about CNA and the design of the comprehensive SDP through the participation of parents on the Montana MEP CNA and SDP committees. These individuals, in turn, report back to their local PACs.   While Montana has a State PAC in place through Title I, Part A to which migrant parents are invited, migrant parents often are hesitant to travel long distances to attend a statewide meeting. As a result, local PACs are in place to allow parents to have input on key issues affecting migrant education in Montana. There are two primary Migrant PACs that meet during the year – one group of parents that speak Spanish on one end of the State, and one group of parents that speak Hmong on the other end of the State. As a result, the Montana MEP coordinates these two groups so that they operate as one group, but meet separately. Efforts to provide a Skype meeting to accommodate the long distances and work schedules of parents have been and will continue to be made.

The Montana MEP PACs serves in an advisory capacity to the Director of Migrant Education. Their advice assists the Director in making decisions to improve the program. The PACs play a critical role in the effectiveness of the MEP, therefore, MEP staff provide and maintain a high quality professional development program as well as maintain the PACs as a credible and viable vehicle for MEP success. Local PACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They should: Be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents; Meet once per month during the regular school year; Be provided by local projects with a meeting location (with the assistance of the local projects, the PACs plan the time, and agenda well in advance); Schedule meetings convenient for parents to accommodate their work schedules; Provide meeting agendas, minutes, and other materials in a language and format that parents understand; and Establish meeting rules that support open discussion.

Local MEPs may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. The local MEPs retain copies of attendance records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Montana MEP.   Given the basic summer services model employed by the State of Montana with a smaller year-round component, to meet the needs of mobile migrant parents in Montana, each local MEP has a parent component built into the project such that during the summer, parents are visited in their homes or places of employment by MEP staff to determine needs and ensure that their voices are heard. Staff funded by the State MEP serve as home/school liaisons and help arrange transportation to allow parents to attend school functions, child care during parent meetings, and individual or group tutoring for parents in ESL or topics such as family literacy, health/nutrition, or the importance of helping their children graduate.

viii. Describe the SEA's priorities for use of Title I, Part C funds, specifically related to the needs of migratory children with "priority for services" under section 1304(d) of the ESEA, including:
1. The measures and sources of data the SEA, and if applicable, its local operating agencies, which may include LEAs, will use to identify those migratory children who are a priority for services; and
2. When and how the SEA will communicate those determinations to all local operating agencies, which may include LEAs, in the State.
As part of the ESSA requirements for Title I, Part C, every State must describe how it determines which students meet the Priority for Services (PFS) definition; and every MEP in every State is required to maintain a list of eligible migrant students as well as a list of the students designated as PFS. In addition to these lists, reasons for the decision to designate a student as PFS must remain on file with the student records at each migrant program site.   Determining which migrant students receive PFS is put into place through the SDP as part of the State activity in which Montana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services. Data on Mobility and Performance on State Assessments comprise each section of the Title I Part C application process for sub-grantees.   The State of Montana receives MEP funds from the U.S. Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given to students who are failing, or most at risk of failing to meet State academic content standards and student achievement standards **and** whose education has been interrupted during the performance period. The NAC reviewed the current State definition of how students fit into these categories and made adjustments for greater clarity and to align to State measures of academic content standards. The PFS formula for Montana is specified below. **Montana MEP Priority for Services (PFS) Levels: See chart at the end of this section.**
Because students may have multiple risk factors that could affect achievement, the MT MEP assigns a risk value to each factor collected. A higher value means the student has more numerous and severe factors that adversely affect school achievement. Risk factor values are averaged across each site and the state to come up with a risk factor rating. Comparing a site risk factor rating to the state risk factor rating allows the State Director to determine which sites have greater needs compared to the State as a whole. **See chart at the end of this section.**

The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services: State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of MEPs provide technical assistance to MTMEP staff to help them most efficiently determine the students who are PFS. Montana makes the decision about how MEP services are delivered by assigning the first priority for services to students who have been determined to have the greatest needs and who are greatest risk of school failure by using the risk factor method of prioritization. Various sources of data are used to make these determinations using NGS, AIM, and MSIX, surveys, evaluation results and teacher observations. All PFS determinations are made as soon as possible and usually within ten days of eligibility verification and subject to the availability of data in all relevant systems.

The timeline for making priority for services determinations, and communicating such information to title I, part C service providers: All relevant PFS data is collected as part of the ID and R process utilizing data from sending states, previously attended schools, MSIX, and is mined from the CNA process as quickly as the data is made available to the MTMEP. PFS determinations must be made within ten days of enrollment and data analysis and is part of the sub-granting application approval system at the SEA.

Montana MEP Priority for Services (PFS) Levels		
Priority Level	Description	Priority Level Value
1	High School student with disruption of education and at least one other risk factor	5
2	Elementary student with disruption of education and at least one other risk factor	4
3	Student with QAD within the current year and at least one other risk factor	3
4	Student with QAD within the last 2 years and at least one other risk factor	2
5	Student with QAD within the last 3 years and at least one other risk factor	1

Risk Factor	Risk Factor Value
Priority	1=5 points; 2=4 points; 3=3 points; 4=2 points; 5=1 point
Qualifying Move	A determining factor of priority level, no individual points are assigned.
Move in Performance Period	A determining factor of priority level, no individual points are assigned.
Disruption of education	A determining factor of priority level, no individual points are assigned.
LEP/ELL	Yes=2 points; No=0 points

Risk Factor	Risk Factor Value
Special Education	Yes=2 points; No=0 points
Proficiency on standardized assessments	Below proficient=4; Proficient=0
Oral Proficiency Level	1-2=4 points; 3=2 points; 4-5=0 points
Instructional Level Summer Success Math	4+ grades below=4; 3 grades below=3; 2 grades below=2; 1 grade below=1
SMART Pre/Posttest scores	Non proficient =4points
Summer Success Pre/Post-Test Reading	Non proficient =4points
Instructional Level Summer Success Reading	4+ grades below=4; 3 grades below=3; 2 grades below=2; 1 grade below=1
Retention/Overage for Grade/ Behind in credit accrual	2+ grades below=4; 1 grade below=2; Appropriate=0

C. **Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**
   i. **Describe the SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**
   The State Coordinator for Title I, Part D Programs shall also serve as the SEA Foster Care Point of Contact (POC). The Coordinator/POC shall coordinate and collaborate with the Montana Department of Health and Human Service's Child and Family Services (CFS) Division and the Montana Department of Corrections and the Department of Juvenile Justice (JJ) to identify and serve children and youth provided services through either department. Special attention shall be paid to children and youths who have been in the custody of both CFS and JJ. The State Coordinator/POC shall provide other government agencies, LEAs, non-profits, mental health providers, group home providers, and communities with training and technical assistance regarding the unique needs of both neglected and delinquent youth. The State Coordinator/POC shall collaborate with alternative schools, and the newly formed Alternative Education Community of Practice to assist them in providing appropriate supports for youths served through Title I, Part D funds, including multi-tiered systems of support, participation in the Montana Behavioral Initiative (PBIS), trauma-informed care, intervention for victims of human trafficking, suicide prevention, and other interventions as appropriate. All programs shall also be required to provide culturally appropriate programming for American Indian children and families, and to meet the needs of LGBTQ children and youths. The Title I D Program and the Special Education Division are currently coordinating efforts to create an online tool for the transmittal of records and information between facilities and LEAs providing services to children who are Neglected or Delinquent. This tool, and the accompanying protocol for transitioning students was developed by the High-Tier Community of Practice. The membership of this COP includes the Montana Department of Corrections, county juvenile detention facilities, treatment hospitals and facilities, Montana Department of Health and Human Services, residential group home directors, LEA staff, and OPI staff from the Special Education Division and the Title I D Coordinator. The transition protocol was developed by

the COP to assist in successfully transitioning students to and from facilities and LEAs. The protocol includes a list of documents and information necessary to assist in quickly placing a student in the appropriate courses, implementing effective interventions, and providing supports to caregivers. LEAs and facilities participating in the protocol are required to select a standard transition team responsible for transitioning all students in and out of the LEA or facility. Standardizing the team leads to higher success because all students coming in or out of any facility receive the same high standard of care. The transition protocol is currently being piloted in Great Falls and we expect to begin implementation across all impacted LEAs and facilities in the 17-18 school year. The online tool is being developed through Special Education funding using the existing student database and tools for transmitting Individualized Education Plans. The transition protocol and tool will be utilized to transition all Neglected or Delinquent youth transitioning back and forth between any facility operated by the Montana Department of Corrections, county detention centers, tribal detention centers, treatment facilities, and LEAs.

ii. **Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the program in improving the academic, career, and technical skills of children in the program, including the knowledge and skills needed to earn a regular high school diploma and make a successful transition to postsecondary education, career and technical education, or employment.**

Subpart 1 Program Objectives and Outcomes: The Office of Public Instruction coordinates the Title I, Part D, Subpart 1 program with the Montana Department of Corrections to serve eligible children and youths in two facilities. Juvenile males under the age of 18 are served at the Pine Hills Juvenile Correctional Center. Adult males between the ages of 18 and 21 are served at the Montana State Prison and at a separate facility currently located at the Pine Hills Juvenile Correctional Center. Pine Hills Academic: At the Pine Hills facility students in grades 9 through 12 are enrolled in a regular high school program leading to a regular diploma as defined by the Montana Board of Public Education. Students in grades 8 or lower are enrolled in the Pine Hills elementary school and complete a regular course of education based on grade level. Pine Hills High School is an accredited high school and as such is required to meet all state standards. Course offerings at Pine Hills include Career and Technical Education (CTE) courses funded in part through Title I D and through Carl Perkins. Currently the school offers courses in Agriculture Education, Culinary Arts, Computers, and Woodworking. Both schools at Pine Hills participate in the Montana Behavior Initiative (our PBIS model), and use multi-tiered systems of support to provide appropriate interventions to all students. When school staff determine that a student will not be able to complete the requirements for a regular diploma due to the student's age and current credit accrual they are placed in an alternative program to prepare them for the HiSet. Montana currently offers the HiSet as our High School Equivalency Assessment. Students successfully completing the program and test will be issued a Montana High School Equivalency Diploma. All students placed in the Pine Hills Juvenile Correctional Facility will be enrolled in regular high school or middle school coursework or in the alternative education program. All students enrolled in the high school for one or more semesters will earn high school course credits and progress towards graduation. All students will be enrolled in one more courses leading to CTE credits or experience. Transition: Pine Hills High School has a school counselor on staff who assists students in completing the FAFSA, college or technical school applications, and other work necessary to apply for coursework in higher education. The school is also collaborating with Miles Community College to provide dual enrollment options to eligible students. Students transitioning back to LEAs to complete their education will work with the transition team at Pine Hills, which consists of the school counselor,

school principal, other relevant staff members, and the student's probation officer. The transition team will work with the student's parent or guardian, group home staff when appropriate, and a transition team at the receiving LEA to enroll the student in appropriate coursework and to award full or partial credits where possible. Receiving LEAs are encouraged to enroll students in a regular program of education leading to a high school diploma. All students enrolled in a school at this facility will receive transition services based on expected outcomes (transition back to an LEA or graduation). Transition services shall begin when the student first enters the facility per current Pine Hills protocol. Pine Hills staff participate in the High-Tier Community of Practice and are working with the COP to determine their ability to participate in the new transition protocol based on Montana Department of Corrections policies and state laws regarding the privacy rights of juveniles. Montana State Prison (MSP) Academic: When appropriate staff at MSP will coordinate with staff at Pine Hills to allow students to complete a regular high school diploma. This option is available to students transferring from Pine Hills upon their 18th birthday who are completing their senior year of high school. The OPI encourages MSP staff to offer this option to other students when appropriate. All other eligible students at MSP shall be evaluated and enrolled in the Adult Basic Literacy Education program leading towards successful completion of the HiSet test and a Montana High School Equivalency Program. All inmates will be given educational counseling upon intake at MSP. This includes an orientation on programs offered, verification of their education and TABE testing. Educational staff will determine the best placement for the inmate including general education, special education or vocational education. During the initial verification process at intake staff will verify special education needs and IEPs for 18-22 year old offenders. Participation in the HISET preparation program is not mandatory, but it is offered to all inmates that do not have a verified completion of a High School education program. It is also in MSP Education Procedure 5.3.100 that all inmates will need to have verified high school education before they can move on to a paying job within the institution, vocational education or post-secondary education. Transition: Montana State Prison works with State and Tribal colleges to build partnerships to facilitate the successful transition to post-secondary education. MSP staff will offer college workshops to all students at all custody levels. College workshops include the college application process, completing the FAFSA, and applying for the Native American Tuition Waiver (if eligible). MSP is currently working with higher education partners to develop access to online classes. Current collaborative efforts include one non-credit bearing Liberal Arts course offered each semester by professors from Montana State University. This is an introductory course to assist students in preparing for college level course work. Students who are 18-22 years old and are close to their release date may participate in this course. College level correspondence courses offered to the students through several nationally recognized universities. These are available to all students that have a verified high school education and have the funds to pay for the courses. In an effort to decrease recidivism and increase success in transitioning into college or career settings MSP also offers Life Skills and Parenting classes that meet all requirements of court orders. In these classes we focus on Life Skills such as budgeting, finance, job applications, interviewing skills and other skills that will hopefully make the transition back into the community more successful. The parenting class uses a court approved curriculum to teach students how to be better parents and caregivers of children. We discuss appropriate touch, shaken baby syndrome, nutrition and the effects of drug and alcohol abuse on the children in the home. CTE: All inmates at MSP have access to Career and Technical Education programs through Montana Correctional Enterprises, which offers training in land management, agriculture (ranching, farming, and dairy production), culinary,

automotive repair, welding, printing and sign making, and carpentry. Students will set career goals and determine action steps following a pathway program that links education to career and post-secondary plans. The vocational educational department offers classes, on the job training, and certification. These include welding, computers and a job readiness course for students that are nearing release. Inmates may also pursue the arts, including traditional American Indian beadwork, leatherwork, and horse-hair crafts. Student produced handiwork is offered for sale to the public. Transition: MSP also offers an extensive transition program to assist all inmates in accessing higher education or further career education. Inmates also receive counseling in peer relationships, parenting skills, anger management, self-care, and other topics selected to promote success and decrease recidivism. Accountability: MSP currently has an average one-year completion rate for the HiSet program of 60%. Administrators and faculty have set a goal of achieving a one-year completion rate of 75% within for years. Interim goals to achieve this will be an increase of 3.75% each year for four years. The education department has also set goals regarding prisoner recidivism. The current rate for recidivism is 46%. The goal is to reduce that rate by 2% per year for the next four years, for a total reduction of 8%. Subpart 2 Program Objectives and Outcomes: The State Coordinator shall coordinate with all LEAs to insure the immediate enrollment of children and youths who are currently in the custody of juvenile probation or juvenile justice under the foster care provisions of Title I, Part A. These new provisions provide additional protections to delinquent students and will allow the State Coordinator, who will also act as the SEA POC to advocate on behalf of these students. In addition, the State Coordinator will work with LEAs to insure that students continue to be enrolled in their school of origin when it is in the best interests of the student. The Title I D, Subpart 2 program will encourage all LEAs to focus on those students who have been impacted both by the CFS and by the JJ systems, and to provide appropriate programs to meet the needs of these students. As necessary the State Coordinator shall assist LEAs in consulting with tribal governments regarding programs that serve American Indian children and youths. All subgrant programs are required to provide culturally appropriate services Academic: The State Coordinator/POC shall use student level data to determine if programs are assisting students returning from correctional facilities and students identified as in foster care placement in successfully graduating from high school. The State Coordinator/POC shall also use student level data to track the achievement of children in foster care placement on state level achievement tests. This data shall be used to inform the need for training and technical assistance. As appropriate the State Coordinator/POC shall provide LEA administrators, educators, and other staff with training and technical assistance to support the unique needs of neglected and delinquent youth, including MTSS, MBI, trauma informed care, suicide prevention, bullying prevention, interventions for victims of human trafficking, and other interventions as appropriate. Career and Technical Skills: All LEAs shall provide neglected and delinquent youth with the same access and opportunities to participate in CTE courses, programs, and extra-curricular activities as other students. LEAs will be encouraged to use grant funds to provide students with additional opportunities, including mentorships, on-the-job training, certification programs, and other options that may provide them with the training or skills to successfully transition to higher education or careers. High School Diploma: All subgrant LEAs will enroll students in a regular high school course of study leading to a regular diploma whenever appropriate. Students may be enrolled in alternative schools, digital courses, or credit recovery as necessary to insure that they graduate with their peers. When a school counselor determines that a student will not be able to acquire the necessary credits to graduate the LEA shall work with the student to assist them in accessing a HiSet program and successfully completing the

preparation and test for an alternative diploma. Transition: It is the goal of the Montana Title I, Part D program to provide every participating student with a regular high school diploma or an alternative diploma so that each student can successfully transition to higher education or career training. LEAs will also have the opportunity to participate in the transition protocol being developed by the High Tier COP. This protocol will assist all participants in successfully transitioning students to and from facilities and LEAs. The State Coordinator/POC will also assist LEAs in successfully transitioning students from one LEA to another as placement change. Training and technical assistance on transition services will be provided to LEAs upon request. Accountability: The 2016-17 school year will be used to identify foster care students within the AIM database and to determine baseline data for graduation rates and student achievement test scores. The State Coordinator/POC will use this data, and research based methods, to determine an appropriate measure of growth for students in foster care and those students who are twice involved with both foster care and juvenile justice. Due to the challenges of tracking students placed in regional detention centers there is no current method for determining graduation rates or achievement test scores based on the available data.

D. Title III, Part A: Language Instruction for English Leaners and Immigrant Students.
- i. **Describe the SEA's standardized entrance and exit procedures for English learners consistent with section 3113(b)(2) of the ESEA. These procedures must include valid and reliable, objective criteria that are applied consistently across the State. At a minimum, the standardized exit criteria must:**
  1. **Include a score of proficient on the State's annual English language proficiency assessment;**
  2. **Be the same criteria used for exiting students from the English learner subgroup for Title I reporting and accountability purposes; and**
  3. **Not include performance on an academic content assessment.**

     Montana has created standardized statewide entrance procedures for the accurate and timely identification of English learners (ELs). The process begins with every enrolling student's parent or guardian filling out a home language survey in order to gather data on languages spoken in the home or in the student's life. The home language survey establishes eligibility for the student to be screened on the WIDA English language proficiency screener (wida.us). The screener assesses students in all four domains of language (speaking, listening, reading and writing). If a student's scores fall below the English language proficiency criteria, it is determined that they are an English learner and qualify for EL services. The screener criteria for Kindergarten is a score below 25. The proficiency scores for the screener in grades 1-12 is a score below 5.0 overall and a 4.0 in each language domain. This is reflective of our exit criteria. This process will take place and EL identification status will be completed by an LEA within 30 days of enrollment to the school. To ensure this occurs, there will be an assurance in the E-grant application for ESEA funds.   Based on experience, Montana has created a second entry point for eligibility of ELs through a Teacher Observation Checklist. This checklist allows classroom teachers the opportunity to observe a student's language and determine if that student should be screened on the language screener based on a language other than English present in the students life. Once it is established that a language other than English may be impacting the student's English proficiency, they are given the WIDA W-APT screener to determine EL status. The same criteria to determine EL status is used for all students identified as EL.   Montana has developed English language proficiency criteria for ALL ELs to determine when an EL

no longer requires EL services. An EL must obtain a 5.0 or better score on the overall composite score on the WIDA ACCESS 2.0 or WIDA ACCESS Kindergarten assessment. The student must also obtain a 4.0 or better score on both the reading and writing subtests in order to be considered eligible for exiting EL status. Once a student has obtained these scores, schools will develop a plan to review the EL data and make a determination if they are performing at grade level expectations in English and are able to fully participate in society. If these criteria are met, then the student is eligible to exit EL status.

E. **Title IV, Part B: 21st Century Community Learning Centers.**
  i. Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies that are consistent with the strategies identified in 6.1.A above.
  Montana has demonstrated a rich set of state level strategies in section 6.1.A to address the continuum of student's education from preschool through grade 12. Title IV Part B funds will be aligned to these strategies in the following ways: Montana Preschool Development: Title IV Part B allows programs to serve preschool students in communities where the local assessment deems there is a need.   Montana Early Childhood Guiding Documents and Standards: Through the focus of Title IV Part B funds in Montana on academic support, family and community engagement, career development, cultural, social/emotional learning, and enrichment activities, there is a natural alignment of the *Montana Early Childhood Guiding Documents and Standards* to the local activities presented in the local logic models for sub-grantees of Title IV Part B funds. This is accounted for during the RFP process as grant reviewers score applications based on the demonstrated ability to align the local activities to the state plan.   Montana College and Career Academic Standards, Montana College and Career Readiness Standards Commission, Graduation Matters Montana, and Career and Technical Education/Big Sky Pathways: For the past two years, at the state level, Dr. Dedmond has conducted a Career Development Facilitator National Certification course in Montana for the 21st Century Community Learning Center staff interested in pursuing this certification.   Once certified, these educators must be actively engaged in sharing their expertise in Montana by presenting at state level conferences as a way to increase state capacity. To date, Montana has trained 11 facilitators, and this process will continue as an annual state level activity. In addition, Montana has applied and successfully received grants from the National Aeronautics and Space Administration (NASA) geared towards training educators on how to implement STEM activities within their afterschool programs. During the 2014-2015 school year, 7 local programs were trained by NASA's grant, and in the 2016-2017 grant funding cycle an additional 8 programs are taking part in this initiative. Finally, Montana has been part of the Formula 1 (F-1) Race Cars in Schools. This is the largest STEM Initiative in the world. With a focus on American Indian programs, this initiative works annually with 8 American Indian high school 21st Century Community Learning Center Programs to develop F-1 race cars and then compete at the state, national, and world level. During the 2015-2016 school year, Montana sent the first ever American Indian student team to Worlds to compete. This will continue to be an annual activity supported by the state. Indian Education for All: The state staff for Title IV Part B work closely with staff from Indian Education to support the unique needs of American Indian Students. There is a cross agency collaborative to support these programs through joint training and technical support. Areas of focus include parental programming, youth engagement, STEM, and grant monitoring and compliance issues.

  ii. **Describe the SEA's processes, procedures, and priorities used to award sub-grants consistent with the strategies identified above in 6.1.A. above and to the extent**

permitted under applicable law and regulations.

The Montana Office of Public Instruction (OPI) utilizes an electronic system for grants management called E-Grants. Applicants utilize this system to fill out their competitive grant application during the annual RFP process for both new and annual renewals. The proposals are scored against an existing scoring matrix by a set of grant reviewers outside of OPI staff. Within that scoring matrix, points are awarded based on the applicant's ability to demonstrate how the proposal would align their local program activities to the existing state logic model for the Title IV Part B funds. The state logic model is aligned to the core components of the Title IV Part B funding and includes many of the core activities in 6.1.A. During the annual program monitoring process, the desk monitoring tool utilized by state program staff to monitor local programs is aligned to the core components of the Title IV Part B funding and includes the key state level activities. This enables the monitoring staff to evaluate the local program implementation of the key strategies as indicated in their original grant application.   These desk monitoring tools are then used as part of the annual state evaluation to determine the level of implementation of the specified activities.

F. **Title V, Part B, Subpart 2: Rural and Low-Income School Program.**
   i.   **Provide the SEA's specific measurable program objectives and outcomes related to activities under the Rural and Low-Income School Program, if applicable.**
        The Office of Public Instruction will approve and monitor the Rural and Low-Income School grants to ensure that 100% of the grants implement activities allowed under the applicable title program regulations by spring 2018.

G. **McKinney-Vento Act.**
   i.   **Consistent with section 722(g)(1)(B) of the McKinney-Vento Act, describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.**
        The OPI views the Homeless Education Program as a framework for supporting homeless students across the state. Due to the rural and frontier nature of many LEAs, it can be a daunting challenge to under-resourced communities to create a robust program. The OPI encourages all communities to view Homeless Education through the lens of Multi-Tiered Systems of Support. By creating a systematic and systemic approach to meeting the needs of all students, homeless students will be able to access interventions designed to increase their academic success and positively impact their social and emotional well-being. LEAs are encouraged to identify homeless children and youths in an effort to better understand the challenges of all students within their schools. Accurate identification of homeless students allows LEAs to work with community partners to provide supports and resources. The State Coordinator encourages LEAs to apply for a wide variety of grants and funding sources designed to meet the needs of homeless and other underserved children and youths. By combining the identification of homeless students with data provided by the Early Warning System LEAs are further able to utilize research based interventions designed to mitigate the challenges faced by these students. The OPI will rely on LEAs to reach out to homeless families and youths to identify, serve, and enroll such children and youths in public schools, or to refer them to local Head Start, Tribal Head Start, or other educational programs where appropriate. All homeless children and youths enrolled in a public school in Montana will be identified in the Achievement in Montana (AIM) database, including the student's living situation at the time of identification as homeless. Children and youths who are unaccompanied shall also be marked as such in the AIM system. The OPI's Education of Homeless Children and Youths program, in conjunction with the National Center for Homeless Education, shall provide training, technical assistance, and written guidance to all

LEAs regarding the need to identify and provide services to such children and youths. Upon enrollment, all LEAs shall be encouraged to assess the needs of each homeless child or youth. LEAs applying for or receiving sub-grants shall conduct community wide assessments to determine the needs of all homeless families, children, and youths residing in the geographic area served by the sub-grant. Through regular communication with liaisons the State Coordinator shall assess the needs of homeless children and youths across the state, recognizing that such children and youths unique needs may be reflected in the abundance or lack of resources present in each community. The State Coordinator shall collaborate and coordinate with the Montana PRIDE Foundation and other local, state, and national agencies and organizations providing support to LGBTQ children and youths to insure that that they have access to supports and services tailored to the unique needs of this population. The State Coordinator shall work with such agencies and organizations to focus on LGBTQ youth who are unaccompanied, a group that is particularly at risk for abuse, violence, and child sex trafficking. The State Coordinator shall work with the Indian Education division and with Tribal Governments across the state to create culturally appropriate programs that meet the needs of both rural and urban Indian populations. The State Coordinator will provide focused technical assistance and training to schools located on or near reservations with high populations of American Indian students to insure that homeless students within these schools are appropriately identified and provided with services. Along with these efforts the OPI will continue to refocus grant funding efforts on reservation communities, recognizing that these communities have high proportions of child homelessness and minimal access to community level supports due to the rural and low-income nature of these communities.

ii. **Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.**

The OPI shall develop written materials, which shall be posted on the OPI's Homeless Education webpage, to assist LEAs in creating programs to address the unique needs of homeless children and youths in Montana. Materials shall include culturally responsive programming for American Indian children and youths which takes into account the many cultures and peoples located in Montana. A) The OPI shall develop online professional development opportunities for all school personnel regarding the specific needs of homeless children and youths, including the unique needs of American Indian children and youths, and LGBTQ youths. B) The OPI shall provide in person trainings at a variety of state-wide conferences. Such trainings shall include a minimum of seven hours of relevant workshops to be offered at the State Title I Conference on an annual basis, workshops at other state level conferences upon request, regional trainings through the CSPDs or RESAs, and district level trainings as requested. C) The OPI shall provide technical assistance via email, phone call, or in person at the request of LEA personnel. D) The State Coordinator shall provide trainings to educators and school personnel at the request of Tribal Education Agencies or upon request to schools operated by the Bureau of Indian Education which serve students transferring into our out of public schools. E) The State Coordinator will provide trainings and technical assistance to other agencies and organizations providing services to homeless children and families.

iii. **Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.**
All LEAs are required to adopt a policy and procedure for resolving disputes regarding the educational placement of homeless children and youths. Such policies and procedures may be the same process used to address other disputes or grievances within the district. The OPI provides documents to all LEAs to assist them in informing homeless families and youths of their right to file a dispute. These documents are available on the OPI website and are also available to all LEAs in the state through TransACT.com, under a contract with the OPI. Parents, guardians, or unaccompanied youths may file a dispute with the OPI based on the following process. Process for the prompt resolution of disputes regarding the identification, educational placement, or provision of services to homeless students: (A) Notice by Local Education Agency (LEA) Each LEA must have a dispute resolution policy specifically addressing the rights of homeless students to appeal decisions regarding a student's eligibility, school placement, or provision of services. A written explanation of the school's decision regarding eligibility as a homeless student, school placement, or provision of services, including the right to appeal, must be provided if the parent, guardian, or unaccompanied youth disputes the school's decision. The written explanation must be complete, contain contact information for the LEA homeless liaison and State Coordinator, the procedure for appeal, and must be in a language the parent, guardian, or unaccompanied youth can understand. (B) LEA Homeless Liaison In any dispute regarding eligibility, placement, or provision of services to a homeless student, the school must refer the parent, guardian, or unaccompanied youth to the LEA's homeless liaison to assist in carrying out the dispute resolution as quickly as possible. The homeless liaison must serve as the advocate for an unaccompanied youth during the dispute resolution process and must insure that the youth's concerns are addressed. (C) LEA Decision LEAs and liaisons should make every attempt to resolve disputes at the local level using the LEA dispute/grievance process. The LEA homeless liaison is encouraged to work with the State Coordinator or with the National Center for Homeless Education, as appropriate, to resolve the dispute. If the dispute cannot be resolved at the local district level, the liaison or the parent/guardian shall appeal the matter to the OPI. The LEA must send a written copy of the appeal, the LEA decision, and any documentation provided to the superintendent or school board during the appeal process. The student must remain enrolled, and provided with all required services, until resolution of the dispute. (D) SEA State Coordinator Upon receipt of a completed dispute resolution form and related documentation, the State Coordinator shall, within 15 business days, convene a panel of three OPI staff to investigate and resolve the dispute. The decisions of the panel will be final. The OPI will issue a written decision to the LEA, the homeless liaison, and the parent/youth. A Dispute Resolution Form is available for download on the OPI website for use during the dispute resolution process. Copies of the dispute resolution procedure and forms are available for school district liaisons to give to families, staff, and service providers.

iv. **Describe the SEA's procedures to ensure that that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies**.
The State Coordinator shall work with the Montana School Counseling Association (MSCA) to increase awareness among school counselors of the need to assist homeless youths in

receiving appropriate credit for full or partial coursework. The State Coordinator shall also work with the MSCA to provide all school counselors in the state with training regarding the need to assist all homeless students in preparing for college or careers. The State Coordinator will work with the Montana Digital Academy to provide credit recovery and full and partial credit accrual options for homeless youths enrolled in high school.

v. **Describe the SEA's procedures to ensure that homeless children and youths:**
   1. **Have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**
   2. **Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities; and**
   3. **Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.**

   1) The SEA State Coordinator serves on Montana's Best Beginnings Advisory Council and provides input to member agencies regarding the need to provide services to homeless preschool children. The State Coordinator also works with the Head Start Collaboration Coordinator to insure that homeless children are prioritized for services within Head Start and Tribal Head Start Programs. Homeless children represent nearly 10% of all children served in Montana Head Start Programs. The State Coordinator also collaborates with the Montana Preschool Development Grant (MPDG) to prioritize services to homeless children in communities funded by the grant. Upon request the State Coordinator also provides training and technical assistance to Head Start and MPDG programs. 2) The State Coordinator communicates with the Montana High School Association (MHSA) to insure that homeless students are granted waivers to eligibility requirements based on residency. The MHSA will provide trainings to homeless liaisons and will jointly publish guidance for liaisons assisting homeless students in applying for waivers to the eligibility requirements. The State Coordinator also works with state and local programs that provide extracurricular activities to homeless children and youths, including the YMCA, United Way, and other programs. The State Coordinator collaborates with the Career and Technical Education Division to insure access to CTE activities including FFA, FCCLA, HOSA, ProStart, and other similar career based programs. The State Coordinator encourages LEAs to provide opportunities for homeless students to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs. LEAs are encouraged to assist homeless students in participating in Fine Arts programs. Through collaborative efforts with non-profits such as My Student in Need, LEAs are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, musical instruments, and other tools or equipment as necessary. 3) The State Coordinator collaborates with the School Nutrition Division of the OPI to provide guidance to all districts on providing immediate access to free school meals to all homeless students. The OPI collaborates with Montana No Kid Hungry to encourage LEAs to provide alternative breakfast programs, such as Breakfast in the Classroom and Breakfast After the Bell, in schools and communities with high numbers of homeless and low-income students. Through the Title I Program the Homeless Coordinator encourages all eligible schools to participate in the Community Eligibility Program, which assists all students, both homeless and at-risk of homelessness, in accessing free school meals. The State Coordinator also encourages all LEAs to collaborate and coordinate efforts with the Montana Food

Bank Network and with local food pantries to provide food pantries in school buildings, and to provide Backpack Food Programs to homeless and low-income elementary school students.

vi. **Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with sections 722(g)(1)(H) and (I) of the McKinney-Vento Act.**

The OPI requires liaisons in all LEAs participating in the sub-grant program to participate in at least seven (7) hours of professional development addressing the needs of homeless children and youths on a yearly basis. The State Coordinator provides trainings on topics related to the enrollment and retention of homeless children and youths on a yearly basis.

Liaisons in all other LEAs shall be required to obtain a minimum of three (3) hours of professional development addressing the needs of homeless children and youths on a yearly basis. All professional development may be obtained through webinars offered by the federal technical assistance provider, through the National Association for the Education of Homeless Children and Youths, through the State Coordinator, or through other recognized experts in the field of child and youth homelessness. The OPI shall provide written guidance documents regarding the needs to enroll and retain homeless children and youths, including the unique needs of American Indian homeless students, LGBT homeless students, pregnant and parenting homeless students, and other categories as appropriate. Such guidance shall be posted on the OPI's Homeless Education page.

The State Coordinator shall collaborate and coordinate with other divisions with the OPI which provide specific supports, such as Migrant Education, Indian Education, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of homeless children and youths.

The State Coordinator shall collaborate and coordinate with the Montana Behavioral Initiative, the Montana SOARS (Project AWARE) Program, the School Climate Transformation Grant, the Multi-Tiered Systems of Support Initiative, and other initiatives and grant funded programs aimed at creating awareness of and positive supports for homeless children and youths.

Accountability: The OPI has set measurable goals of academic progress for homeless students in grades 3-8. The procedure for homeless students is the same procedure used for all other students in the state. Baseline data from the 2016 Smarter Balance Assessment was used to determine the current percentage of homeless students scoring proficient or higher on the test. An advisory group of stakeholders and homeless liaisons met to determine overall goals for all students in Montana, and for students in special populations. Measures of progress for homeless students are in line with those set for English learners and for Children with disabilities. The OPI determined that these goals were reasonable based on the baseline scores for homeless students.

ELA Interim Progress – Homeless Students					
Grade Levels	Reading/ Language Arts: Baseline Data (2016)	Reading/ Language Arts: Year 1: Data (2017)	Reading/ Language Arts: Year 2: Data (2018)	Reading/ Language Arts: Year 3: Data (2019)	Reading/ Language Arts: Year 4: Data (2020)
3	22.4%	23.15%	23.9%	24.65%	25.4%
4	22.7%	23.45%	24.2%	24.95%	25.7%
5	22.9%	23.65%	24.4%	25.15%	25.9%
6	19.7%	20.45%	21.2%	21.95%	22.7%
7	27.0%	27.75%	28.5%	29.25%	30.0%
8	29.0%	29.75%	30.5%	31.25%	32.0%
11					
All	23.8%	24.55%	25.3%	26.05%	26.8%

Mathematics Interim Progress – Homeless Students					
Grade Levels	Mathematics: Baseline Data (2016)	Mathematics: Year 1: Data (2017)	Mathematics: Year 2: Data (2018)	Mathematics: Year 3: Data (2019)	Mathematics: Year 4: Data (2020)
3	25.2%	27.7%	30.2%	32.7%	35.2%
4	20.0%	22.5%	25.0%	27.5%	30.0%
5	10.6%	13.1%	15.6%	18.1%	20.6%
6	7.7%	10.2%	12.7%	15.2%	17.7%
7	23.8%	26.3%	28.8%	31.3%	33.8%
8	14.0%	16.5%	19.0%	21.5%	24.0%
11					
All	18.4%	20.9%	23.4%	25.9%	28.4%

The State Coordinator will work with the Title I program to provide professional development to teachers and staff regarding research based interventions to support the academic success of homeless and highly mobile students. The State Coordinator will also work with the Multi-Tiered Systems of Support Coordinator and the Montana Behavioral Initiative within the Special Education Division to provide positive behavioral interventions and additional supports through a trauma-informed approach. Family Engagement models and programs with research based outcomes impacting academic success will also be offered to all LEAs with identified homeless children and youths.

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

☒ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.

☒ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.

☒ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).

☒ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.

☒ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.

☒ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).
Click here to enter text.

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APPENDIX A: MEASURMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

English Language Arts/Reading Interim Progress				
Subgroups	**Reading/ Language Arts: Baseline Data (2016)**	**Reading/ Language Arts: Year 1: Data (2017)**	**Reading/ Language Arts: Year 2: Data (2018)**	**Reading/ Language Arts: Year 3: Data (2019)**	**Reading/ Language Arts: Year 4: Data (2020)**
All students	3- 47.9% 4- 48.7% 5- 48.6% 6- 51.4% 7- 52.0% 8- 50.5% 11- 18.6% All- 49.8%	3- 49.15% 4- 49.95% 5- 49.85% 6- 52.65% 7- 53.75% 8- 52.25% All- 51.05%	3- 50.4% 4- 51.2% 5- 51.1% 6- 53.9% 7- 55.5% 8- 54.0% All- 52.3%	3- 51.65% 4- 52.45% 5- 52.35% 6- 55.15% 7- 57.25% 8- 55.75% All- 52.55%	3- 52.9% 4- 53.7% 5- 53.6% 6- 56.4% 7- 59.0% 8- 57.5% All- 54.8%
Economically disadvantaged students	3- 36.1% 4- 36.5% 5- 37.2% 6- 38.2% 7- 37.6% 8- 37.3% 11- 16.4%	3- 36.85% 4- 37.25% 5- 37.95% 6- 38.95% 7- 38.35% 8- 38.05%	3- 37.6% 4- 38.0% 5- 38.7% 6- 39.7% 7- 39.1% 8- 38.8%	3- 38.35% 4- 38.75% 5- 39.45% 6- 40.45% 7- 39.85% 8- 39.55%	3- 39.1% 4- 39.5% 5- 40.2% 6- 41.2% 7- 40.6% 8- 40.3%
Children with disabilities	3- 21.6% 4- 18.2% 5- 15.3% 6- 12.8% 7- 13.7% 8- 12.6% 11- 13.0%	3- 22.35% 4- 18.95% 5- 16.05% 6- 13.55% 7- 14.45% 8- 13.35%	3- 23.1% 4- 19.7% 5- 16.8% 6- 14.3% 7- 15.2% 8- 14.1%	3- 23.85% 4- 20.45% 5- 17.55% 6- 15.05% 7- 15.95% 8- 14.85%	3- 24.6% 4- 21.2% 5- 18.3% 6- 15.8% 7- 16.7% 8- 15.6%
English learners	3- 10.1% 4- 14.1% 5- 7.0% 6- 6.5% 7- 5.7% 8- 7.4% 11- 11.2%	3- 11.6% 4- 15.6% 5- 8.5% 6- 8.0% 7- 8.95% 8- 10.65%	3- 13.1% 4- 17.1% 5- 10.0% 6- 9.5% 7- 12.2% 8- 13.9%	3- 14.6% 4- 18.6% 5- 11.5% 6- 11.0% 7- 15.45% 8- 17.15%	3- 16.1% 4- 20.1% 5- 13.0% 6- 12.5% 7- 18.7% 8- 20.4%

Mathematics Interim Progress					
Subgroups	**Mathematics: Baseline Data (2016)**	**Mathematics: Year 1: Data (2017)**	**Mathematics: Year 2: Data (2018)**	**Mathematics: Year 3: Data (2019)**	**Mathematics: Year 4: Data (2020)**
All students	3- 49.5% 4- 43.8% 5- 36.6% 6- 39.4% 7- 40.5% 8- 36.1% 11- 20.1% All- 41.1%	3- 52.0% 4- 46.3% 5- 39.1% 6- 41.9% 7- 42.75% 8- 38.35% All-	3- 54.5% 4- 48.8% 5- 41.6% 6- 44.4% 7- 45.0% 8- 40.6% All-	3- 57.0% 4- 51.3% 5- 44.1% 6- 46.9% 7- 47.25% 8- 42.85% All-	3- 59.5% 4- 53.8% 5- 46.6% 6- 49.4% 7- 49.5% 8- 45.1% All- 47.1%
Economically disadvantaged students	3- 37.7% 4- 32.0% 5- 25.5% 6- 27.1% 7- 27.8% 8- 23.6% 11- 18.1%	3- 38.95% 4- 33.25% 5- 26.75% 6- 28.35% 7- 30.55% 8- 26.35%	3- 40.2% 4- 34.5% 5- 28.0% 6- 29.6% 7- 33.3% 8- 29.1%	3- 41.45% 4- 35.75 5- 29.25% 6- 30.85% 7- 36.05% 8- 31.85%	3- 42.7% 4- 37.0% 5- 30.5% 6- 32.1% 7- 38.8% 8- 34.6%
Children with disabilities	3- 22.7% 4- 16.7% 5- 12.4% 6- 10.3% 7- 9.2% 8- 9.0% 11- 15.4%	3- 23.45% 4- 17.45% 5- 13.15% 6- 11.05% 7- 11.45% 8- 11.25%	3- 24.2% 4- 18.2% 5- 13.9% 6- 11.8% 7- 13.7% 8- 13.5%	3- 24.95% 4- 18.95% 5- 14.65% 6- 12.55% 7- 15.95% 8- 15.75%	3- 25.7% 4- 19.7% 5- 15.4% 6- 13.3% 7- 18.2% 8- 18.0%
English learners	3- 15.1% 4- 13.4% 5- 4.0% 6- 5.3% 7- 4.4% 8- 5.4% 11- 14.4%	3- 15.85% 4- 14.15% 5- 4.75% 6- 6.05% 7- 5.9% 8- 6.9%	3- 16.6% 4- 14.9% 5- 5.5% 6- 6.8% 7- 7.4% 8- 8.4%	3- 17.35% 4- 15.65% 5- 6.25% 6- 7.55% 7- 8.9% 8- 9.9%	3- 18.1% 4- 16.4% 5- 7.0% 6- 8.3% 7- 10.4% 8- 11.4%

B. Graduation Rates

Graduation Rates				
Subgroups	**Baseline (2015)**	**Graduation Rate: Year 2: Data (2018)**	**Graduation Rate: Year 3: Data (2019)**	**Graduation Rate: Year 4: Data (2020)**
All Students	**86.0%**	**88.5%**	**89.75**	**91.0%**
Economically disadvantaged students	**76.9%**	**79.4%**	**80.65%**	**81.9%**
Children with disabilities	**75.2%**	**77.7%**	**78.95%**	**80.2%**
English learners	**62.2%**	**64.7%**	**65.95**	**67.2%**

C. English Language Proficiency

World-Class Instructional Design and Assessment (WIDA)					
Subgroups	**Baseline (2016)**	**WIDA: Year 1: Data (2017)**	**WIDA: Year 2: Data (2018)**	**WIDA: Year 3: Data (2019)**	**WIDA: Year 4: Data (2020)**
English learners	45.0%	45.5%	48.0%	50.0%	51.5%

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header "Differences in Rates Calculated Using Student-Level Data".

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA
<mark>NA; MT IS REQUESTING AN EXTENSION</mark>

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

Title I, Part A						

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students enrolled in schools receiving funds under Title I, Part A	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students enrolled in schools not receiving funds under Title I, Part A	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students enrolled in schools receiving funds under Title I, Part A	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students enrolled in schools not receiving funds under Title I, Part A	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

APPENDIX C: EDUCATOR EQUITY EXTENSION

Instructions: If an SEA requests an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3), it must: (1) provide a detailed plan and timeline addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level and (2) complete the tables below.

DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

<mark>THE OFFICE OF PUBLIC INSTRUCTION WILL REPORT THESE DATA IN THE CHART BELOW BEGINNING 2019-2020</mark>

STUDENT GROUPS	Rate at which students are taught by an **ineffective** teacher	Differences between rates	Rate at which students are taught by an **out-of-field** teacher	Differences between rates	Rate at which students are taught by an **inexperienced** teacher	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)
Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

If the SEA has defined other optional key terms, it must complete the table below.

STUDENT GROUPS	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 1	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 2	Differences between rates	Rate at which students are taught by ENTER STATE-IDENTIFIED TERM 3	Differences between rates
Low-income students	Box A: enter rate as a percentage	Enter value of (Box A) – (Box B)	Box E: enter rate as a percentage	Enter value of (Box E) – (Box F)	Box I: enter rate as a percentage	Enter value of (Box I) – (Box J)

Non-low-income students	Box B: enter rate as a percentage		Box F: enter rate as a percentage		Box J: enter rate as a percentage	
Minority students	Box C: enter rate as a percentage	Enter value of (Box C) – (Box D)	Box G: enter rate as a percentage	Enter value of (Box G) – (Box H)	Box K: enter rate as a percentage	Enter value of (Box K) – (Box L)
Non-minority students	Box D: enter rate as a percentage		Box H: enter rate as a percentage		Box L: enter rate as a percentage	

OFFICE OF THE GOVERNOR
STATE OF MONTANA

STEVE BULLOCK
GOVERNOR

MIKE COONEY
LT. GOVERNOR

December 15, 2016

Superintendent Juneau
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501

Dear Superintendent Juneau:

On behalf of the State of Montana, I want to thank you and the staff at the Office of Public Instruction for the great work you do to provide all Montana students with a high-quality public education that prepares them for college, career and life. Public education is our country's great equalizer, and I am proud of Montana's excellent public schools, school administrators, educators and staff who support and empower all students to achieve great things.

After reviewing Montana's Every Student Succeeds Act State Plan (November 2016), I am confident that the state and local schools will continue to support students and strengthen school communities as we go forward. ESSA has presented states with both the challenge and opportunity of determining how we can provide students with a high-quality well-rounded education. Taking it one step further, Montana's state plan allows local school districts to determine data-based goals for the schools in their community. As a state that believes strongly in local control of our education system, this is key.

The plan includes significant supports for professional development of teachers and school leaders – our education workforce, from a school's support staff to the district's superintendent, are the foundation of strong schools and necessary for increasing student achievement. It is important that we build on existing programs and initiatives supported by OPI that support great teachers and leaders, including the School Administrators of Montana – Leaders Professional Learning Program, National Board Certification, the Teacher Learning Hub, and Teacher Leader Academies.

As a parent, community member, and as Governor, I am pleased with ESSA's emphasis on providing students with a well-rounded education. Again, Montana can build on what is already in place, including initiatives to expand preschool and dual enrollment and ensure students have access to health and physical education, arts programs, career and technical education, Indian Education for All, high quality STEM and computer science opportunities. Well-rounded also includes ensuring that schools are welcoming and safe for all students. Including school climate as a part of Montana's accountability system demonstrates our collective commitment to creating and maintaining positive school culture.

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Finally, I want to thank OPI for the robust public dialogue that has taken place around the development of this plan, the stakeholders who attended meetings and provided guidance, and those members of public who have reviewed that plan and given their feedback. Providing for the education of all children is one of most important functions of government and requires the participation and support of diverse stakeholders across our communities.

Sincerely,

STEVE BULLOCK
Governor

Graduation rates					
Subgroups	Baseline (2015)	Graduation Rate Year 2: Data (2018)	Graduation Rate Year 3: Data (2019)	Graduation Rate Year 4: Data (2020)	
White	88.7%	91.2%	92.4%	93.7%	
Hispanic	83.3%	85.8%	87.0%	88.3%	
American Indian/ Alaska Native	66.6%	69.1%	70.4%	71.6%	
Reading/English/Language Arts					
Subgroup	Grade	Baseline Data (2016)	Year 2: Data (2018)	Year 3: Data (2019)	Year 4: Data (2020)
White	03	52.6%	54.1%	55.3%	56.6%
	04	53.9%	55.4%	56.6%	57.9%
	05	53.1%	54.6%	55.9%	57.1%
	06	56.0%	57.5%	58.8%	60.0%
	07	56.9%	58.4%	59.7%	60.9%
	08	54.8%	56.3%	57.6%	58.8%
	11				
Hispanic	03	39.7%	41.2%	42.4%	43.7%
	04	36.4%	37.9%	39.1%	40.4%
	05	40.6%	42.1%	43.3%	44.6%
	06	44.8%	46.3%	47.5%	48.8%
	07	43.4%	44.9%	46.1%	47.4%
	08	41.6%	43.1%	44.3%	45.6%
	11				
American Indian/ Alaska Native	03	22.5%	24.0%	25.3%	26.5%
	04	23.0%	24.5%	25.7%	27.0%
	05	24.4%	25.9%	27.2%	28.4%
	06	24.7%	26.2%	27.5%	28.7%
	07	23.9%	25.4%	26.6%	27.9%
	08	25.1%	26.6%	27.8%	29.1%
	11				
Math					
	Grade	Baseline Data (2016)	Year 2: Data (2018)	Year 3: Data (2019)	Year 4: Data (2020)
White	03	53.4%	54.9%	56.1%	57.4%

	04	47.9%	49.4%	50.6%	51.9%
	05	40.1%	41.6%	42.8%	44.1%
	06	43.0%	44.5%	45.8%	47.0%
	07	44.3%	45.8%	47.0%	48.3%
	08	39.3%	40.8%	42.1%	43.3%
	11				
Hispanic	03	40.2%	41.7%	43.0%	44.2%
	04	30.9%	32.4%	33.6%	34.9%
	05	26.5%	28.0%	29.3%	30.5%
	06	25.8%	27.3%	28.6%	29.8%
	07	30.3%	31.8%	33.1%	34.3%
	08	27.0%	28.5%	29.8%	31.0%
	11				
American Indian/ Alaska Native	03	25.4%	28.4%	29.6%	30.9%
	04	19.5%	22.5%	23.8%	25.0%
	05	15.0%	18.0%	19.3%	20.5%
	06	16.1%	19.1%	20.4%	21.6%
	07	15.9%	18.9%	20.2%	21.4%
	08	13.8%	16.8%	18.1%	19.3%
	11				